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Application To Continue the Experimental Model School Unit, P. L. 89-10 ESEA, Title III, Second Continuation Grant.

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This application for a continuation grant (P.L. 89-10 ESEA, Title III) for the Experimental Model School Unit (EMSU) of the Charlotte-Mecklenburg Schools (North Carolina) contains three sections. Section 1 outlines the revised and expanded evaluation plan for the project in which eight activities are being tested in the EMSU (a high school, a junior high school, and two elementary schools) which is designed to serve as a catalyst for curriculum, organizational, and technological improvement throughout the school system. Part 2 contains objectives, narrative descriptions, and evaluation of the programs currently under way (since September 1967): (1) kindergarten program; (2) individually prescribed instructional program in elementary school mathematics; (3) nongraded team teaching programs in elementary school and in junior high humanities, science, and mathematics, and team teaching in high school; (4) learning resources center programs in elementary, junior, and senior high schools; (5) high school nature center program; (6) experiment for more flexible high school vocational curriculum; (7) guidance programs at all levels; and (8) inservice training program to stimulate innovation and its dissemination. Part 3 describes projected activities in the three focus areas of improvement: curriculum, organization, and expansion of experimental program. (ED 027 258 is a related document.) (JS)

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APPLICATION TO CONTINUE
THE
EXPERIMENTAL MODEL SCHOOL UNIT

P.L. 89-10 ESEA, TITLE III - SECOND CONTINUATION GRANT

MAY 1, 1969

SP002852

Submitted by
Charlotte-Mecklenburg Schools
Charlotte, North Carolina

PREFACE

Funded under ESEA, Title III, The Experimental Model School Unit of the Charlotte-Mecklenburg Schools is designed to serve as a catalyst for curriculum, organizational and technological improvement throughout the system and, hopefully, throughout the region. The Unit, defined as a senior high school, one junior high school and two elementary schools, is based on the assumption that, to educate for the certainty of change in tomorrow's world, the student must become increasingly more self-reliant in the pursuit of his education, and, therefore, less dependent on the traditional teacher-directed level of instruction.

What this proposal is requesting is Federal support for the continuation of the program instituted during the 1967-68 school year. It is noted that, of necessity, some programs have been expanded to meet the needs and interests of the pupils served.

Descriptive materials explaining the programs currently underway are included in the Part II, Narrative Report, of this proposal.

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PART I

EVALUATION

THE EXPERIMENTAL MODEL SCHOOL UNIT

EVALUATION

1. Introduction

The Experimental Model School Unit (EMSU) began planning operations in July 1966 and its first operational year in September 1967. The first evaluation report was completed in August 1968 by members of the EMSU staff with consultant assistance. During the 1968-69 operation year, the EMSU staff entered into a contract agreement with Specialized Educational Consultant Services (SPECS) for project evaluation. Drs. W.G. Katzenmeyer and Hugh I. Peck of SPECS began in December 1968 to work with the EMSU staff on the continuing evaluation design. The following plan for evaluation is a revision and expansion of the design agreed upon between SPECS and EMSU.

The Charlotte-Mecklenburg Experimental Model School Unit is a unique PACE project in that it is designated to advance, evaluate, and disseminate a number of educational activities, almost mini-projects, within its overall framework. It is projected that the various activities will have a three-year tryout in the EMSU before either rejection or fusion into the mainstream of the C-M program. The framework of the EMSU anticipates a continuous flow of activities in the project and techniques for moving activities from the EMSU to the regular program. The design of the evaluation includes an evaluation of each activity, as well as the overal framework.

Basline data were collected in the fall of 1967 and the spring of 1968. A second collection of test data is planned for May 1969. These data will provide the information necessary for project evaluation.

11. Objectives and Outcomes

One of the first tasks undertaken cooperatively between SPECS and the EMSU staff was a complete revision and re-examination of project objectives and the objectives for each activity within the project umbrella. At this date(April 10, 1969), this revision is continuing. The work completed on the revision of objectives will be included in the evaluation report planned for August 1969. In the final analysis, the value of this, or any, project may be judged according to the degree to which its outcomes reach its objectives. This, however, assumes that project and activity objectives have been carefully and, if possible, behaviorally stated.

The original objectives for the operational grant may be found in the 1967 operational proposal. Minor revisions in the original evaluation design and the design presented here may be necessary as the development of objectives proceeds.

III. Informative and Summative Evaluation

Effective evaluation gives emphasis to two major functions of the evaluation process. Summative evaluation, although occuring periodically over the three years of the project, represents outcomes or terminal evaluation points. Normally, this occurs as an interim or final report is prepared during each year of the project. Informative evaluation will occur more often, perhaps less formally, in order to supply the project director and/or other decision makers information concerning the present status of specific phases of the project and alternative routes for continuous improvement of the project.

Informative evaluation early in the fall of this school year lead to a new look at the coordinated guidance activity and to the decision to make this a planning year for that particular activity. Further, as a result of informative feedback, the decision was made to reconsider all project and activity objectives. The SPECS/EMSU evaluation provides for both formative and summative evaluation over the life of the project.

IV. Project Population

Four specific schools, their pupils and staffs, as outlined elsewhere in the report, make up the target population for the EMSU. There are, however, eight separate activities in the overall project. Each activity in the project has a specific population, although some students may be in more than one activity. Populations are, therefore, identified according to the various activities. For example,the Non- Graded/Team Teaching Plan reaches all schools in the project. The Kindergarten program, however, has only eighteen enrollees. The study population for each activity will be the students participating in that activity regardless of school or grade enrolled. There are eight student populations for study and approximately three separate populations of professional staff; the EMSU administrative staff, the teaching staff of each EMSU school, and any teachers who enter the EMSU for inservice education.

V. Planned and Operational Activities

The activities now operational are listed and described in part VII of this report. These are the planned activities of the program except for those omitted from the program for budgetary reason.

VI. Statistical Analysis

The primary criterion of success to be employed in this evaluation will be the performance of the children in the various programs as a function of the measured intelligence of these same children. In this manner, differences in initial intelligence levels of students will be considered in evaluating student performance and program success.

Statistically, the regression of performance on IQ scores will be the criterion. This technique as analysis of covariance and will be employed to determine the effectiveness of each of the EMSU activities with a definable student group.

Having determined program effectiveness, it will also be desirable to determine whether each activity which has been shown to be effective is effective for students of various levels of ability. Some programs, for example, may be effective with students of high ability but not with students of low ability. The analysis of variance will be employed to determine this generality of effect.

The non-graded/team teaching suggests the relevance of a third analysis in addition to the above. In addition to a concern as to whether or not team teaching results in better learning, one is faced with the problem of determining whether or not individual teams differ in effectiveness as a function of personal variables among the team members. The Fundamental Interpersonal Relations Orientation (FIRO) inventory provides an index to potential conflict among specific groups of individuals. The FIRO scores of individual teams and the performance of students relative to ability will be related using analysis of covariance. This will determine the usefulness of the FIRO in team selection and may provide valuable techniques for future team teaching projects.

Multiple regression techniques will be used to determine relationships between home and family data and success in the program. This will be especially relevant if programs are not found to be equally effective with all students.

The major objectives of this analysis will be the development of a concise understanding of the effectiveness of the various activities within the Experimental Model School Unit and to point the direction for modifications that will lead to greater effectiveness and transfer to other Charlotte-Mecklenburg School programs.

VII. Evaluation Procedures - Survey Analysis

In order to determine, in part, the degree to which stated objectives of each activity of the EMSU have been met, questionnaires will be constructed on each of eight activities. The eight activities include: kindergarten, learning resources centers, nature centers, humanities, guidance, non-graded/team teaching, individually prescribed instruction, and administrative organization.

Each professional staff member will be asked to complete a questionnaire on each activity with which he was involved. Basically, we will ask each one the degree to which he feels the objectives of each activity have been met. Such data will be synthesized and reported in the final document.

VIII. Procedures for Data Collection

A. Standardized Testing Information

1. Collection Dates

    Fall 1967
    Spring 1968
    Spring 1969
    Spring 1970

2. Tests Used

   Stanford Achievement Test
   Grades 1 - 12

   Lorge Thorndike Intelligence Test
   Grades 1 - 7

   Differential Aptitude Test
   Grades 8 - 12

3. Biographic Data Forms
   Grades 1 - 12

B. Control Groups

1. The use of control groups was begun in the spring of 1969 and will continue through the project.

2. The same data collected under A will be collected on all control students.

C. Teacher Data

1. Biographic Data will be collected on all teachers.

2. FIRO score, as explained elsewhere, will be collected on all teachers.

IX Report Procedures

An evaluation report on the 1968-69 operational year of the EMSU will be completed by August 31, 1969 by SPECS.

PART II

NARRATIVE REPORT

PART II - NARRATIVE REPORT

Charlotte-Mecklenburg School System
P.O.Box 149
Charlotte, North Carolina 28201
Grant No: OEG-3-7-7037-4882
Project No: 3720

North Carolina Budget Period: July 1, 1969 to June 30, 1970

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1. a. For operational activities, discuss the effect of the project on the clientele by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved. PACE project applicants are required to provide project evaluations. Please attach one copy of the results of this evaluation with supporting materials. Estimate the cost of the evaluation.

The Experimental Model School Unit (EMSU) has been operational for the past two years. All Experimental Model School Unit planning and activites have been directed towards the achievement of major project objectives as well as objectives of each of the individual programs that comprise the project.

a. Project Objectives

The major objective of the total Experimental Model School Unit is to act as a catalyst for curriculum, organizational and technological improvement throughout the local school system. This will be achieved through active involvement in research, experimentation, innovation and dissemination.

b. Program Objectives

Thirteen programs were initiated at the beginning of the present school year as an integral part of the Experimental Model School Unit. Their objectives and the approach we selected to evaluate our degree of objective achievement are presented herein:

KINDERGARTEN PROGRAM

Through a variety of learning experiences the kindergarten program fosters and furthers the child's growth as a social being, a physical being, an intellectual being to the end that he is better able to live with himself and others in a productive and creative manner. The emphasis is on the development of understanding, skills and appreciations relating to himself, to others, to his immediate world, and occasionally, to his not-so-immediate world.

As the child becomes involved in the learning experiences of kindergarten, he is better able to: (1) understand and manage his own feelings, (2) understand others and live more effectively with them, (3) perceive and appreciate his physical environment, (4) express his thoughts and feelings through the use of language, art, music, movement, (5) listen with comprehension and appreciation, (6) respond positively to the beauty of poetry, stories, music and art, (7) understand his need for and the uses of numbers in his daily activities, (8) develop physical adequacy and (9) evolve and acquire a set of values for human living.

One teacher and an aide is employed in the kindergarten program. She instructs a group of eighteen pupils for two and one-half hours each morning. For the remainder of the school day, their efforts are directed toward developing an exemplary curriculum guide, preparing materials, and designing activities for use in this innovative environment.

Again this year, as last year, the kindergarten class at Clear Creek Elementary School includes 18 children, 10 boys and 8 girls. These children are from all socio-economic classes.

The kindergarten program for this year was planned with four major thrusts in mind.

1) First, (and always important, especially since this is one of the few public kindergartens in our state) we constantly strive to maintain excellence in program, utilizing fully and creatively both purchased and free materials available to any resourceful teacher. The varying backgrounds of the children involved necessitates an individualized program. A good bit of time was spent in planning in this area and then, of course, working with individuals or small groups.

Since play is a vital avenue for the young child's learning, a great deal of time is spent in planning a program and selecting materials which will utilize this technique. The children are provided materials, equipment, and play experiences which allow for discovery and further exploration of key concepts. The environment is structured but in such a way that children are free to function independently or in small groups, in an area most intriguing to them.

A wide variety of play materials was used, from purchased puzzles and games to teacher-child made dress-ups and box vehicles. In the pursuit of their interests, individual children or small groups of children were actively involved in planning, sharing of ideas, research (as they sought answers through looking at pictures and picture books, filmstrips and listening to either teachers or aides read from pertinent material), problem-solving, working with others in a give-and-take situation and evaluation. Through intensive planning involving a wide variety of audio-visuals, excursions, and visitors to the kindergarten, the children have gained a greater understanding of their modern-day world. The teachers feel that all of the children have made significant gains in listening and speaking skills.

The Goodenough Draw-a-man was administered in the fall and again in May to determine intelligence levels.

The Peabody Picture was administered in December and the Lorge-Thorndike Intelligence Test was administered in January. Both of these will be administered again in May.

At the beginning and the end of the school year the kindergarten teachers rated the children on their social, physical, emotional adjustment. (See Appendix B).

2) The second major thrust for this year's program is a concentrated effort to involve parents in the planning, execution and evaluation of the kindergarten year. Four sets of parents volunteered to represent their group and have assisted in planning program for the kindergarten group, participating in field trips and other class projects, planning and helping carry through with various activities for parents as a group. There is keen interest among the parents in the kindergarten program, in each other and each other's family, and the spirit of cooperation has been usually fine.

3) The third major thrust reaches beyond the regular kindergarten group and has involved selected children currently enrolled in first grade. These youngsters had limited group experience prior to entering first grade and are experiencing real difficulty with first grade work. They are being brought into the kindergarten two times a week to see if perhaps this type of experience would help meet a gapping need in their development. No effort is made to limit this program to only "readiness" activities. Rather, a broad spectrum of kindergarten activities is

offered, to broaden and enrich their general rather limited background. Great emphasis is placed on language and listening while, continuing with the philosophy underlying the regular kindergarten program, utilizing the child's interest in play and play situations conceived by the teacher.

4) A fourth and extremely vital thrust in the year's program has actively involved selected six graders of Clear Creek Elementary School. These young people were selected by their teachers on the basis of some need of theirs she felt could be met by participating in such a program as this. These students met initially with the lead kindergarten teacher for an introductory seminar. They then began participating in the kindergarten program as student aides under the supervision of the kindergarten teacher and aide. They work on assigned days as teams with both regular kindergarten and first graders in kindergarten. They have been of inestimable value to the younger children with whom they have worked. Their own teachers are working with the kindergarten teachers in evaluating the value of their participating in terms of their own development.

INDIVIDUALLY PRESCRIBED INSTRUCTION PROGRAM (MATHEMATICS)

The Individually Prescribed Instruction project has made radical changes in the attitudes of both pupils and teachers. Teachers are now more concerned about individuals than they were in the past. Their (teachers) experience in the project has made them quite aware of the weaknesses in the traditional classroom setting, and, as a result will, undoubtedly make some changes in other areas of the curriculum. Students, who for many years, have experienced failure in their school life are now more confident with mathematics, and hence there appears to be a "spill-over" into other areas of study.

The objectives of the Individually Prescribed Instruction Program are as follows:

a. To restate the elementary school mathematics curriculum in terms of a continuum of specific behavioral objectives for the purpose of monitoring and assessing the progressive development of each child's competency in subject-matter areas.

b. To provide a variety of mathematical materials and techniques of instruction to meet the individual needs of students.

c. To establish teacher functions and procedures to facilitate individually prescribed instruction.

d. To develop a school structure and organization that permits the flexibility required for individualized learning.

e. To integrate the activities in the Individually Prescribed Instruction Program with other activities in the Experimental Model School Unit and the entire school system.

The Individually Prescribed Instruction Program's materials and procedures were developed by the Research and Development Center at the University of Pittsburgh, one of the first centers of this kind established by the U.S. Office of Education. Subsequent to developing the materials, Research for Better Schools (Regional Educational Laboratory- REL) in Philadelphia was assigned the responsibility of evaluating the progress, disseminating information and training new personnel in the techniques of the Individually Prescribed Instruction Program.

Participation in any phase of the IPI is limited to schools which are ultimately approved by the REL in Philadelphia; but the Regional Educational Laboratory in Durham, North Carolina, is responsible for nominating schools in North Carolina.

The appraisal of student progress was made through the use of the mathematics tests included in the Iowa Basic Skills Battery, the tests administered as a part of the IPI program and the regular Experimental Model School Unit testing and evaluation procedures, and subjective evaluations conducted by teachers. Progress of students involved in this experimental program will be compared with a similar group of students who are chosen randomly from the Charlotte-Mecklenburg School System.

Other phases of the program -- materials and equipment, teaching procedures, school structure and organization, and the integration of activities -- will be evaluated by obtaining subjective evaluations from pupils, teachers, and visiting evaluation teams. Techniques used in evaluation include: (1) Iowa Test of Basic Skills, Math Battery all third, fourth, fifth and sixth gradess - pre-test and post-test, (2) Lorge Thorndike Intelligence Test - third, fifth and sixth grades, (3) IPI placement test - pre and post tests, (4) Attitude Inventory - prepared by Dr. John Wasik, North Carolina State University. (See Appendix)

NON-GRADED/TEAM TEACHING PROGRAM

The non-graded/team teaching programs which have been introduced in the Experimental Model School Unit may briefly be defined as follows:

1) The non-graded unit is a flexible organizational plan characterized by the placement of pupils according to their ability in an uninterrupted progress, thus eliminating the graded structure.
2) Team teaching, a cooperative effort on the part of two or more teachers, is designed to capitalize and make use of each teacher's talents to the fullest for the students' benefit.

The non-graded/team teaching program at Devonshire School is a flexible organizational plan which facilitates continuous progress for each child. Through cooperative effort of the teachers on a team, each teacher's strengths are utilized with benefits accruing to the students.

As a result of team teaching, the pupil seems to be better able to:

1) be skillful in securing information and in organizing, evaluating, and reporting results of his study.
2) display an inquiring mind as determined by his ability to complete an intellectual task, to follow directions intelligently, and to evaluate his practices to see whether they are consistent with his goals and attempt to determine which are the means to the ends he seeks.
3) learn independently and show desire to do so by arranging his own study plans and by applying what he has learned to new situations.
4) command and use the basic skills of reading for information, ideas, opinions, stimulation and leisure
5) express his ideas in speech, writing, or in some artistic form with increasing clarity and correctness.
6) demonstrate his command of quantitative thinking by showing good understanding of our number system by performing with accuracy and speed the fundamental operations with whole numbers and the most often encountered common and decimal fractions in practical problem situations; test the results of his computations by using mathematics to gather data and to present and interpret them by demonstrating that he can read and understand mathematical reports, charts, and graphs, and simple statements of financial accounts.

7) develop some artistic and literary tastes and standards by participating in some forms of intellectual activities such as concerts, operas, ballet, Great Books Society.

8) make an objective approach to a problem and attempt to define it clearly.

9) seek pertinent information and organize and evaluate data

10) recognize logical and illogical thinking in his effort to reach reasonable conclusions by identifying glaring flaws in purportedly logical discourse (e.g., circularity, post hoc attributions of cause, "undistributed middle") not by any particular labels but simply as unwarranted claims of proof; demonstrating some ability to reason from cause to effect, drawing logical conclusions; seeking to identify unstated assumptions which are necessary to a line of argument; recognizing that both defensible and indefensible techniques are used in attempts to influence thought and behavior (e.g., propaganda, rumors, stereo-types, emotional appeals, etc.)

11) practice basic democratic values by showing willingness to defend the orderly process and place of law and by working actively to get change where and when needed.

12) show some evidence of developing an intelligent and understanding relationship between himself and the physical world by applying knowledge of the geography and history of the world to present events and conditions in this country, and by being able to state the effect of physical environment upon the way people live.

As a result of participating in a team, the teacher seems to be better able to:

1) Increase her competency in the classroom

2) become more aware of individual differences in students
3) diagnose pupil's needs and provide for them
4) improve her own self-concept
5) increase her ability to plan by being aware of the interrelatedness of the subject matters
6) increase her confidence in working with groups of different sizes
7) be aware of and devote more of his time to pupil guidance
8) evaluate student performance more accurately

HUMANITIES PROGRAM

The humanities program is designed to promote the skill of critical thinking and an awareness of the variety of human accomplishments. The main emphasis of the program will be directed at correlating and fusing the various disciplines. Teachers from various subject areas have met together for the purpose of sharing ideas and materials. The teachers participating believe that the best way to develop skills in critical thinking is through the problem-solving approach.

NON-GRADED TEAM TEACHING

HUMANITIES - ALBEMARLE RD. JUNIOR HIGH

The Humanities Program at Albemarle Road Junior High School has been developed within the graded structure of the language arts-social studies block time schedule for the regular junior high. The Humanities Teams define the non-graded unit as the movement of students through curriculum offerings on the basis of needs with concern for chronological age only when it relates to problems of adjustment. The teams, too, do not at this time implement the non-graded unit as cooperatively defined. The teams group and regroup students within the grade levels to get at particular areas of student need. Each of the three teams operating within the Humanities Program has similar and different approaches to this concept within a Humanities Program for the junior high school.

One outgrowth of team planning has been the development of thematic units which present materials and ideas that have multi-interpretive levels. Learning in a humanities program involves learning about man - his capabilities and his limitations. The study of man cannot adequately be attempted if the disciplines of man - his art, his music, his poetry, his literature, his creative expression - are separated. Rather, man must be studied in terms of the themes that influence his life. Some of the Thematic Units developed this year are COURAGE, POWER, COMMUNITY LIVING, BEAUTY, MOBILITY, DESTRUCTION, JUSTICE. The Thematic Units usually cover at least three eight week periods during the year.

The behavioral objectives for the Humanities Program as revised are:

1) Given opportunities to write creative and expository themes, the student demonstrates his skill in communicating his ideas and in commanding grammar skills by writing a paragraph on any topic that has not more than a stated number of errors.
2) Presented with a piece of music, the student lists reasons why it appeals to him and relates his feelings about the music to his personal experiences by citing specific recalls of life situations.
3) Viewing a film, the student defines the theme of the film, points out various techniques which were used to convey the message,identifies the use of symbolism and explains how a film is primarily a visual medium of communication.
4) Given a novel, short story, poem or play, the student identifies the theme of the creation and relates the problems, stengths and weakness

of the media to real life situations.

5) Viewing a dance form, the student discusses what this art form reveals about the culture which developed the pattern and experiments in communicating ideas such as love, hate, toughness, gentleness, joy, sorrow through this expressive form.

6) Given forms of communication that appeal to the senses, the student sharpens his sensory perceptions to sounds, colors, tastes, smells and touches by increasing his power to observe details in reading, writing, speaking and listening.

7) Presented with a piece of art, the student discusses the reasons why it appeals to him and relates these to his own field of experience in addition to inferring the author's purpose, point of view, or traits of thought and feeling as exhibited in the author's work.

8) Comparing and contrasting works of art, music, literature and ideas in similar and different cultures and historical periods, the student recognizes form and pattern in literary and artistic work and recognizes what particulars are relevant to the validation of judgments.

9) Studying a variety of creative expressions and having unstructured opportunities to experiment with his own talents and abilities, the student writes a story or play, paints a picture, composes a song and/or uses other methods and techniques of creative expression to demonstrate his individuality and originality.

10) Presented with objective and subjective exercises for forming opinions and values, the student employs the skills of critical thinking to distinguish between fact and opinion, authority and truth, wishful thinking and scientific assurance.

11) Presented with occasions to manage his learning experiences, practice techniques of group activity and develop cooperative procedures for involvement with others, the student interacts in directed and undirected activities, and evaluates his interactions through tape recordings of personal interviews, small group discussions and forums, in addition to written observations, to form judgments of his competencies with skills in communication, group processes and logical thinking and of his habits of mental and physical health.

12) Provided with opportunities for personal conferences, small group studies and large group sessions for general information gathering, the student studies his interests, abilities, skills and personality traits using standardized and non-standardized evaluative instruments to explore and develop his self-concept.

13) Directed by orientation procedures, assignments and experiences leading to improvement of skills and behaviors, the student leads himself toward alternate ways of living, alternate ways of civic participation, alternate social relationships, and alternate ways of working and of using the products of one's labor.

14) Provided with techniques for evaluating individual and group behavior in terms of certain values such as efficiency, cooperation, responsibility and respect for differing points of view, the student possesses a guideline as to how he is expected to behave, perform or change.

15) Studying the needs for a varied, competent work force, the student recognizes that occupational preparation is not limited to the mastering of certain manual skills during a specified and limited

period of a student's schooling, but us a continuing life-long process of appraising one's aptitudes, interests and abilities in the light of job families.

The humanities program is being evaluated by:

..self-concept checklist

..individual teacher made tests

..Macy-Wood Test for Critical Thinking

..improvised instrument developed on attitudes and values from the research of Havighurst and Taba

NON-GRADED/TEAM TEACHING PROGRAM

SCIENCE

The Science Team at Albemarle Road Junior High School defines the Non-Graded Unit as involving such factors as developed through an elective science program, evaluation of pupil ability, independent study research and staff organization. Restrictions are placed on multi-aging in that the number of seventh graders admitted to the program are limited. The Science Team implements the NON-GRADED Unit through:

1) offering elective choices to eight and ninth grades and forming classes from these choices rather than by grade level. (The seventh graders allowed to participate in this program are selected on the basis of teacher judgment and student initiative.)
2) using an evaluation sheet based on individual traits and abilities rather than a letter grade; however, a letter grade is placed on the cumulative record as currently practiced in the state.
3) providing independent study guidance with the aid of the Math-Science resource teacher assigned to the Learning Resource Center. Further opportunities for independent study are built into the elective science units and are guided by the teacher and/or the resource teacher.

4) non-grading of staff organization is promoted by the teaching of the elective units across grade levels.

The Science Team considers Team Teaching as the combined overall program planning with special emphasis on individual strengths and a combination of instructional areas where possible and/or desirable.

In addition to experiences in independent study, other experiences in individualizing instruction involve special studies developed for the slow learner. Special emphasis has been given to reading materials.

The Science Team has formulated the following behavioral objectives:

1) After participating in twelve of twenty-four science units offered for student election, the student acquires a basic scientific vocabulary, knowledge of various ways of structuring scientific content and fundemental criteria to be used in analyzing and evaluating key elements of the physical, chemical and biological world.
2) After acquiring some basis for further exploration, research, and/or study, the student is presented with a series of skill procedures to develop techniques in observing, data gathering, measuring, testing and experimenting.
3) After reading, writing and discussing the field of science and the role of scientists, the student is able to relate in verbal or non-verbal procedures his comprehensions of the nature, meaning, scope and organization of the field of science.
4) When presented with a problem, the student is able to use scientific data, principles, pre-existing concepts and processes in problem-solving techniques to form new concepts and generalizations.

5) After experiencing laboratory demonstrations, observations, experimentations and exploratory studies within each elective science experience, the student is able to develop a series of information-procuring steps to determine ranges of possible solutions to a now problem in academic and/or non-academic situations.

6) Following instructional experiences involving scientific facts, processes and relationships, the student presents a simple guidelines for the development of unstructured free time or leisure time to discover and/or create new ideas and resolutions to problems.

7) After considering creative processes and products, the student makes experimental equipment, hand crafted models and diagrams of new ideas in order to apply tools skillfully in creating useful, accurate, worthwhile products or projects.

8) After being introduced to the specialized areas represented in the elective offerings, the student develops a recognition of the varied opportunities for occupational and professional development in the field of science and realizes that careers in science are open to the individual possessing skilled training and/or college preparation.

9) Through discovery and application of tools and concepts in the behavioral, biological, physical and chemical sciences, the student develops an awareness and appreciation for the interrelationship of the total scientific, natural process emphasizing a respect for life.

Currently the science team is attempting to develop instruments for evaluating the degrees of mastery for the behavioral objectives.

NON GRADED/TEAM TEACHING PROGRAM:

MATHEMATICS

The Mathematics Team at Albemarle Road Junior High School has defined the Non-Graded Unit as a flexible organizational plan characterized by the placement of pupils according to their abilities. The team implements the Non-Graded Unit through

..a Math Continuum - (See Appendix) Full program should be in operation by 1969-1970

..a testing program designed to place students in the continuum and to determine when they are ready for progress.

..a Math Laboratory.

..an evaluation program for Individual student Progress Report, Overall Program involving teacher-made diagnostic tests and standardized testing program of the Charlotte-Mecklenburg Schools.

The Math Team has planned for the following experiences in individualizing instruction in addition to the independent study experiences:

..Contracts for advanced or remedial work.

..Small group work within the regular class structure.

..Extra assignments.

..Helping students outside of classtime.

..Math puzzles and math projects.

..Ability level grouping.

..Pairing of students to work together.

The Math Team has established the following behavioral objectives:

1) Being given a problem, the student determines a logical conclusion and judges the logical accuracy of the statement in relation to the conclusion.

2) Studying relationships that exist among certain mathematical facts, concepts and principals, the student determines which skills and concepts will be used in solving new mathematical problems.

3) Having studied certain mathematical discoveries, inventions and/or advances the student reasons inductively to determine which ideas are more important than others in the development of the field of mathematics.

4) Following studies of the basic structure of the number system, the student interprets the relationships that exist between pairs of different mathematical terms, symbols, principles, operations and processes (e.g. between addition and multiplication etc.) according to his level of mathematical sophistication.

5) Reviewing and practicing mathematical problems, the student demonstrates increased speed and proficiency in computation without a loss of accuracy,

6) Having been given geometric concepts in verbal terms,the student translates into visual or spatial terms.

7) Concluding Algebra I, the student demonstrates that he can solve both linear and quadratic equations.

8) Using symbolic and abstract quantities of mathematics, the student illustrates through recorded data the use of maps, tables, diagrams, graphs, formulas, projects.

9) Following the study of general mathematical principles, procedures and methods, the student applies those facts or mathematical operations which can be used in non-academic situations.

10) Resulting from his mathematical experiences, the student exhibits enthusiasms for mathematics as an interesting discipline in itself by electing enriched independent study activities.

11) Considering mathematical applications to vocations and brainstorming techniques used by industry and business to generate new products and services, the student develops his interest in occupational and professional endeavors.

12) Resulting from mathematical modifications and/or new applications, the student creates original designs and ideas in real life situations.

13) Participating in the program of studies for mathematics, the student communicates mathematical ideas correctly and clearly to others.

Presently, the team is developing instruments of evaluation which will assist in the measuring of the degree of mastery for each behavioral objective.

TEAM TEACHING

INDEPENDENCE SENIOR HIGH SCHOOL

The team teaching program at Independence may be defined as follows:

> Team teaching, a cooperative effort on the part of two or more teachers, is designed to capitalize on and make use of each teacher's talents to the fullest for the benefit of the students.

The major objective of this program is to promote academic improvement on the part of pupils as well as improvement in the competency of the participating teachers.

The evaluation of pupil progress is based primarily upon subjective analysis by the teachers who feel that such a method is more valid than that made by outside "one-shot" evaluators or by standardized tests.

The SAT will be given again in the spring for comparison of scores made on the same test last spring.

As a result of team teaching, the pupil should be better able to:

1) exhibit skill in securing information and organizing, evaluating, and reporting results of his study.

2) display an inquiring mind as determined by his ability to complete an intellectual task, to follow directions intelligently, and to evaluate his practices to see whether they are consistent with his goals and attempt to determine which are the means to the ends he seeks.

3) learn independently and show desire to do so by arranging his own study plans and by applying what he has learned to new situations

4) command and use the basic skills of reading for information, ideas, opinions, stimulation and leisure.

5) express his ideas in speech, writing, or in some article form with increasing clarity and correctness.

6) develop some artistic and literary tastes and standards by participating in some forms of intellectual activities such as concerts, opera, ballet.

7) make an objective approach to a problem and attempt to define it clearly.

8) recognize logical and illogical thinking in his effort to reach reasonable conclusions by indentifying glaring flaws in purportedly logical discourse; demonstrating some ability to reason from cause to effect, drawing logical conclusions; seeking to identify unstated assumptions which are necessary to a line of argument; recognising that both defensible and indefensible techniques are used in attempts to influence thought and behavior.

9) practice basic democratic values by showing willingness to defend the orderly process and place of law and by working actively for change where and when needed.

10) show some evidence of developing an intelligent and understanding relationship between himself and the physical world by applying knowledge of the geography and history of the world to present events and conditions in this country, and being able to state the effect of physical environment upon the way people live.
11) learn from each other.
12) learn in a variety of educational settings.
13) pursue individually selected and individually paced activities

LEARNING RESOURCES CENTER:

DEVONSHIRE ELEMENTARY SCHOOL

The Learning Resources Center is, by far, the most innovative facet of our program. It is truly the "Hub" of the school. It is widely acclaimed by visitors, faculty, and students alike.

The objects are noteworthy:

1) Given the opportunity to study independently in his area of interest and ability under the guidance of the center's staff, the student seems to be able to make long range plans to develop self-discipline in regards to use of time and conduct.
2) Given any open-end situation in the Learning Resource Center the learner seems to be stimulated to apply both deductive and inductive reasoning to the problem increasing his ability to handle other problems.
3) Being offered the stimulation of materials and individual attention of area specialists in the Learning Resource Center, the learner seems to be better able to apply these skills to other experiences with greater accuracy and speed.

4) Using the Learning Resource Center, a student appears able to develop his ability to see the relationships between his interest and abilities and various vocations, to state the importance of various vocations, and to state the importance and contributions that each makes to our society.

5) Because of the individualized help in the Center, each student seems able to meet success and, therefore, gain positive feelings of self-esteem.

6) The students have increased their use of the Center and appear to be able to use the resources independently.

LEARNING RESOURCE CENTER PROGRAM

The Learning Resources Center Team at Albemarle Road Junior High School defines the Learning Resource Center as a place as well as a program. This center of learning in our school accepts the responsibilities for these major areas: acquisition, processing, and distribution of materials; supervision and instruction of students; informing, and assisting faculty members and acting as coordinating agency for community resources. Constant supervision and instruction are offered to students and teachers throughout the entire day. The LRC facilities may be used by students during their lunch period for reference, research, and recreational use of materials.

The team implements the Learning Resource Center concept by providing opportunities for previewing, making available selective aids and advising and assisting in the choosing of instructional materials and equipment. Not only is the LRC responsible for processing materials in such a way as to make them easily available to all, but it also has as one of its major responsibilities the creation of audiovisual aids especially appropriate to a particular learning situation. Efficient flow of materials into the classroom is an important part of the LRC program. More individualized instruction is possible for 40% of the student body who take part in the independent study program yearly.

Since one major role of the LRC is that of a service agency, the LRC staff often consults with and provides unique services for teams and individuals. Some examples of these services would include a librarian's presentation on using the Reader's Guide to a seventh grade class; a lesson on transparency making presented by the audiovisual specialist to a class; and a resource teacher's teaming with a ninth grade humanities teacher to produce a dramatic presentation.

The Learning Resource Center Team at Albemarle Road defines the non-graded unit in two ways. Each student is accepted where he is with no thought of grade level and each student is evaluated according to his potential for progress rather than grade level expectations. The Team implements the non-graded unit by working with all ages and all grade levels providing multimedia for the student's research and study according to his ability to use his time and materials.

The Learning Resource Center Team at Albemarle Road Junior High defines team teaching as cooperative planning, instruction and evaluation. Team members pool their talents, affording students the specialized service each teacher has to offer.

The team implements team teaching by constantly working as a team. One example of this cooperative team teaching is that of a student in humanities independent study who studies a science oriented subject. Often he consults with the science resource teacher when he has specific scientific questions.

Also he works with the librarians to find pertinent materials on his subject. The audiovisual specialist and technician help the student to prepare audiovisuals for his presentation.

Students who wish to take independent study apply by securing application forms from their humanities teachers. On the application students simply indicate what subjects they would like to study and why. Humanities teachers are asked to write any comments concerning the ability of a particular student to succeed in independent study. Completed applications are then screened by the resource teacher. Fifteen students per period can be handled in the humanities section of independent study. A final list of students chosen is posted in humanities classrooms.

All students from a specific grade level enter independent study together and remain for a period of four to eight weeks. During the first three or four days new independent study students attend orientation sessions in which they learn about the philosophy of independent study and the skills necessary to operate therein. Each student is assigned a study carrel which he uses as a home base while he is in independent study.

The team has submitted the following behavioral objectives:

1) Following orientation experiences to the Learning Resource Center, the student is able to locate the book and non-book materials that he needs, to know how to check out the materials and to accept the responsibility for returning the materials at the proper time.
2) Studying and using research procedures, the student becomes familiar with research techniques; increases his use of the Learning Resource Center, public libraries and reference facilities and develops his ability to work independently, academically and non-academically.

3) Experiencing personal learning explorations available in the Learning Resource Center, the student is able to meet success and gains positive feelings of self esteem.
4) Given the opportunity to study independently in his area of interest and ability with the guidance of a staff member, the student is able to make long range plans to develop self-discipline regarding time, conduct and talents.
5) Offered the availability of multi-media and individualized assistance by staff specialists, the student is better able to participate in problem-solving experiences.
6) Presented with vocational resource materials, the student is aided in analyzing the relationships between his interests and abilities and the opportunities in the fields of occupation and professions.

LEARNING RESOURCES CENTER

INDEPENDENCE

The LRC has been organized to provide materials and services to aid in the individualization of instruction. The specific objectives of the program were as follows:

1) Encourage individualization of instruction within the classroom.
2) Provide media services for individual teachers and students
3) Provide an independent study program
4) Serve as resource for curriculum development and in effective location, selection, and use of materials for learning
5) Select and evaluate materials
6) Encourage students to develop a feeling of responsibility for their own learning

We have worked toward the following behavioral objectives:

1) Given the opportunity to study independently in his area of interest and ability under the guidance of the center's staff, each student will be able to more effectively aid in planning his own course of study and will become increasingly responsible for his own learning.

2) Through the process of developing independent study, research topics and projects, the students will increase their use of the center and will be able to use the resources more independently and efficiently.

3) Having experienced the use of a wide variety of materials, students will increase their ability to evaluate materials and think critically.

Techniques used in evaluation

1) Group conferences by members of the Learning Resources Center staff have been used to evaluate the progress of individual students and the program as a whole.

2) Staff members throughout other departments have contributed toward evaluation.

3) The Administrative Council composed of the department heads of the school have contributed toward the evaluation, growth, and development of the program.

4) Individual students have evaluated their own progress.

5) Student evaluation by class groups who have undertaken independent study.

6) Questionaires on independent study (see appendix)

   d. Taping resource persons for vocational department
   e. Training staff members and students to operate equipment
   f. Taping off-the-air programs for classroom use

3) Acquisition, processing, and utilization of materials

4) Instruction in the use of materials and equipment for teachers and students

5) Expansion of LRC central independent study and classroom central individualization of instruction.

NATURE CENTER PROGRAM

INDEPENDENCE SENIOR HIGH SCHOOL

This center has enabled many students of the entire school system to participate in outdoor education. More depth has been provided in the high school science courses. Individual students and group projects have dealt with many aspects of the biological sciences. Integration of science and other areas of the curriculum has been accomplished on a limited basis. Elementary grades have made extensive use of the Nature Center to supplement and complement their science curriculum.

Two major objectives of this year will be (1) developing more units of study for the intermediate or junior high level and the senior high level; (2) integration of science and social studies.

Evaluation sheets were given visiting elementary teachers for reactions to the orientation program, field trip and follow-up program, and for suggested revisions to the program. Periodic conferences with the advisory group of science teachers at Independence and the Director of Math and Science for the Charlotte-Mecklenburg schools gave subjective evaluation of the accomplishments of the program.

Planning activites: Results in behavioral change

1) Biology and horticulture students have learned common and scientific names of all plants in arboretum and a brief history of each tree.
2) Plaques and posters showing specimens of weeds, grasses and field crops have been made by the students.
3) Members of the Vagabond club, an outgrowth of interest in the Nature Center, have identified specimen in the natural zone and throughout the Nature Center.
4) Vagabond members (45 students) have evidenced good attitude. They have volunteered their time to:
    1) clear trails
    2) remove infested pines
    3) collect rock for geology wall
    4) collect plant specimens
    5) secure 22' iron pole for weather station anemometer
5) Independent study students have done a wide variety of project work pertaining to ecology and conservation.

    Activities included the following:
    a) Ecological activities

       Collecting field samples, mapping plots of ground including flora and natural terrain, identification of plant and animal life, (The preceding activities were used to study the interrelationships of the plant and animal life in a specific community);
    b) Conservation activities

       Thinning the forest, building wildlife shelters and construction check dams to prevent soil erosion.

VOCATIONAL EXPERIMENT

INDEPENDENCE SENIOR HIGH SCHOOL

The major objectives of the Vocational Experimental Program were:

1) to develop a more flexible vocational curriculum which enables students to receive instruction in other vocational areas related to their major fields of interest.
2) to use team teaching in providing more effective instruction in areas which are common to all vocational fields.
3) to increase teacher efficiency by team teaching in areas which are common to several vocational courses (There are no comparison groups for this objective).
4) to provide more vocational guidance especially in selecting instructional units to other related vocational areas.
5) to provide students opportunities to explore resource materials related to occupational education and/or remedial resource materials in basic education in a learning resources center

It is difficult to foresee the evaluation in its true form, for this writing has to be done two months prior to the completion of the project. Thus, we can give only a subjective analysis except for the occupational mix program which has doubled in quantity of students. Last year the program averaged 30 - 40 students per month, whereas, this year the average number of students participating is 80 - 90.

The occupational mix program is designed to give students a more flexible vocational curriculum. It is completely a student-centered, individualized instructional self-pace program. As was evidenced in the evaluation, students who get additional skills in the program enhance their occupational competency. They develop competencies needed to become employable and flexible in securing employment.

An important feature of the commonalities program is that teachers felt that the students were better able to secure initial employment and understand the principles underlying the free enterprise system.

In commonalities there have been a total of twenty (20) commonality presentations. These have been presented through team teaching, instructional TV and various resource persons to all students enrolled in a vocational course. The number of students participating was 659.

OCCUPATIONAL MIX

a. Overall Program Objectives:

1) To develop a more flexible vocational curriculum which enables students to receive instruction in other vocational areas related their major field of interest.

2) To use team teaching in providing more effective instruction in areas which are common to all vocational fields.

3) To increase teacher efficiency by team teaching areas which are common to related vocational areas.

4) To provide more vocational guidance especially in selecting instructional units in other related vocational areas.

5) To provide students opportunities to explore resource materials related to occupational education and/or remedial resource materials in basic education in a learning resource center.

b. Specific Program Objectives:

1) To allow students to substitute instructional units in other vocational areas for units in their regular vocational course for example:

a) The cosmetology student, whose career objective is beauty shop owner, would need some knowledge of elementary bookkeeping. He would be assigned to the bookkeeping class until he learned the correct procedure for setting up a set of books for a small business operation (i.e., open, maintain, and close books).

b) The student whose vocational objective is a service station owner, would need salesmanship, business organization, and advertising. This information he would obtain in his distributive education class. He would work in the auto mechanics shop and I.C.T. until he mastered the recognition of and identification of the parts of the chassis, power units, electrical units, and certain points of inspection as required for a N.C. inspection station -- lights, brakes, and other safety items.

c) A distributive education student might find that very elementary typing was needed for his job. He would then work in the typing class until he mastered the fundamentals of the machine and a minimum speed of 25 words per minute.

d) Some graphic art students must also be able to operate copying machines that are commonly found in business firms. These machines are fluid duplicator, mimeoscope, and heat process copier. The student would learn these operations in the business education department.

e) A Student in industrial cooperative training, whose career objective is printing, needs instruction in offset photography and offset press. This information he would obtain in the graphics class.

f) Data processing students need some expert training in basic electricity-impulses, switches and relay circuits. This information they would secure from the electronics class.

g) Students in the business courses - typing, shorthand, bookkeeping, office machine - need instructions in proper grooming for office jobs. This instruction would be obtained from the home economics and cosmetology classes.

h) Many students in the vocational department may find it necessary to learn some phase of data processing and computer programming. These students would then be programmed into the computer source for this instruction on the computer tie-in unit in the classroom. Other students would have the opportunity to do independent study with the computer tie-in unit in the learning resource center.

2) To provide instruction in areas common to all vocational fields through team-teaching and other instructional media.

Content of commonality areas is as follows:

- a) Job sources
- b) Job interview
- c) Labor laws - and young workers
- d) Taxes - and young workers
- e) Written communications
    - 1) Letter of application
    - 2) Personal data sheet
- f) Economics - with emphasis on:
    - 1) Free enterprise system
    - 2) Competition

    3) Kinds of ownership
    4) Supply and demand
    5) The Profit motive
    6) Budgeting
    7) Credit
g) Personality and vocational success
h) Human relations
i) Attitudes and vocational success
j) Insurance
k) Money, banking, and credit
l) EmploymentSecurity Commission
m) Grooming
n) Foundation for good job relations
o) Salesmanship
p) Business and office etiquette
q) Introduction to Data Processing

EMSU GUIDANCE PROGRAM.

1. Recommendation of Evaluators

SPECS recommended that 1968-69 be considered a planning year for the Coordinated Guidance Project. The four suggested goals for this year are: (1) to determine objectives for guidance programs in Charlotte-Mecklenburg Schools, (2) to arrive at an agreement on what an exemplary guidance progra for Charlotte-Mecklenburg Schools should be, (3) to plan the evaluation desig of such a model program during the 1969 - 70 school year, and (4) to design and test any instruments designated for use in the evaluation model.

Objectives

The ultimate goal of guidance programs for Charlotte-Mecklenburg Schools is to make the total educational program more functional in meeting pupil needs in the development of their maximum potential.

In order to make the educational program more meaningful in meeting pupil needs, the objectives of a developmental program are: (1) to provide guidance activities for all students with emphasis on the developmental needs, tasks and problems of youth, rather than remediation, (2) to provide services which enhance all phases of development and which are long-term continuous processes from kindergarten through grade twelve. The guidance process is cumulative, one level building on another, and it focuses on the educational outcomes in terms of the needs, tasks and problems of youth, (3) to seek to involve all school staff.

As guidance roles of staff become identified and clarified, ways are being sought to strengthen participation in the program. The full staff is to be actively involved in continuous program modification as it performs guidance functions appropriate to its role.

Present Activities

Model School organization, curriculum and instructional practices from kindergarten through grade twelve implement the guidance philosophy. Non-graded programs, team teaching and independent study at all levels help to provide for individual differences in ability, interests and aptitudes. Independent study gives the student an opportunity to develop self-discipline and self-initiative. As the student becomes more experienced in self-appraisal he acquires a basis for making more realistic choices and decisions.

At the junior high school level, the team leader of each curricular area functions as an auxiliary guidance person. Team leaders contribute to the guidance program by helping their teams to:

1) assess the stengths and weaknesses of all students

2) evaluate grouping practices and independent study assignments

3) work closely with counselors to interpret test results

4) work with students on behavior and learning problems

5) share ideas about students with other staff members

Humanities classes at the secondary level use a thematic approach to units or topics with which an adolescent can identify and work through some of his problems and concerns.

Evaluation practices at all levels of the EMSU reflect a concern for the individual and an awareness that evaluation procedures should indicate the growth of the individual based on his unique abilities rather than competition with another's progress.

The student activity and club programs at the secondary level help to implement the developmental guidance program. A student is able to explore and develop a talent or interest through extra-curricular offerings. Clubs are organized as a result of student interest and need and are continuously undergoing change in order to better meet the needs of students.

One of the primary objectives of a developmental guidance program is a recognition that teaching and counseling are supplementary and complementary functions. In order to provide guidance services for all pupils, all staff members will need to assume a role in the guidance program. All three levels have developed plans to move in the direction of total staff involvement in the guidance program by 1969 - 70.

The nature and extent of staff involvement has varied from school to school.

In the fall of 1968 Independence Senior High School began a program in which each staff member was appointed as an advisor for 10 - 15 students. Advisory groups replaced homeroom organization. Each total advisory group met once a week; individual conferences were scheduled during other days. It was hoped that the advisory program would give each student a chance to know at least one staff member well. Evaluation of the advisory groups by both students and staff indicated that seniors welcomed an opportunity to discuss graduation credits, college admission and post-high school plans. Juniors valued an opportunity to plan for the future, and sophomores found help with understanding school policies and customs. Changes to stengthen this program are planned for the 1969 - 70 school year.

At Albemarle Road Junior High School an active Guidance Committee presented a proposal requesting available time for each staff member to give the individual student the opportunity to seek help from all members of the staff. The proposal was accepted and the responsibility for formulating guidelines was placed on the Guidance Committee. The initial phase of the guidance-conference time for the staff has been in operation for only a few weeks. Both staff and students will make a periodic evaluation of this project.

At Clear Creek Elementary School the staff has made a study of guidance philosophy and goals as they apply to the elementary school program. The staff has become familiar with the role of a guidance counselor or consultant in the elementary school, and has considered the classroom teacher as the "key" person in an elementary guidance program.

A Pupil-Study plan was adopted for a long range study of pupils. Pupil-study techniques (sociogram, sociodrama, etc.) chosen by each teacher to initiate the study, were those particularly suited to the needs of each classroom. The staff has begun a study of Child Growth and Development utilizing reading and discussion groups. This study and the Pupil-Study plan are expected to continue during the 1969 - 70 school year.

IN-SERVICE PROGRAM:

One of the greatest obstacles to the expansion of existing quality educational offerings is the lack of staff development programs for teachers and administrators who want to start new programs. If the aims of the Experimental

Model School Unit are to be accomplished, continuous innovation is necessary. An innovative program of in-service education is a major step toward providing programs to be adopted in other schools. If proven successful other systems could use a similar model to provide extensive service training.

It is our belief that an in-service training program which practices this philosophy can actively stimulate innovation and its dissemination.

Broad Objectives of the In-Service Progam are to:

1) improve professional competence, skills and classroom performance
2) improve one's perceptions of self, (thus gaining confidence) others, school and innovative practices
3) create a willingness to study one's own behavior and an ability to do this more scientifically.

The major objective of the dissemination program will be to inform others of the innovations so that they might assess the quality and feasibility of the programs. If the idea is adopted, the major objective then becomes one of training in order to allow for a contextual participation.

111. Revised Program Operation

Adhering to the philosophical rationale as stated in the original proposal, the staff of the Experimental Model School Unit believes that the key to improving education is the teacher. Hence, the staff is committed to continue its emphasis on in-service education.

Using data obtained from the Evaluation Report, the staff submits the following description of the current in-service program:

A. The funds approved for the program were be used to establish a substitute fund to provide for 405 substitute days throughout the school year.

B. Teachers from other schools in the Charlotte-Mecklenburg System may visit any of the four experimental schools. Length of visitation may be one to five days. Salaries for substitute for these teachers will be paid from the ESEA-Title III-In-Service Fund.

C. Principals have the right and the responsibility for securing the substitute for their schools.

D. Teachers requesting visits indicated what aspects of the experimental program they wished to observe.

E. There are no restrictions on levels. A senior high teacher may visit a junior high program; or, an elementary teacher may visit a junior high program, etc.

F. Hopefully, visiting teachers will see the need to report back to their respective faculties. After returning to their home schools, teachers will be asked to evaluate the program observed. (See Appendix).

G. Teachers were expected to spend full working days at the school they visited.

H. Procedure

    1. Principals wishing to visit the experimental schools or wishing to have teachers visit, contacted the office of the director or the assistant director of the Experimental Model School Unit.

    2. The director or the assistant director contacted the principal and/or curriculum coordinator of the experimental school to establish a date for the visit.

    3. Principals were asked to submit requests for visits at least two weeks prior to desired date.

1. Demonstrations and/or workshops are planned for each of the schools. When these programs are ready for dissemination, all schools in the system will be sent full information regarding participation.

1. (b) For planning activities, attach one copy of the results of the planning.

The Charlotte-Mecklenburg School District, through its Experimental Model School Unit, has fostered a comprehensive operational project which serves to identify, select, test and evaluate innovative experimental programs that address vital local educational needs. Initiation of this project has involved the assessment, scheduling and expenditure of extensive and diverse resources and therefore demanded a sound method of planning and control.

Determination and definition of objectives was the initial and most important step in the organization and planning for the project. These objectives serve as the yardstick against which all accomplishments are continually measured and evaluated.

The problems encountered in planning the project were broad in scope, often presenting difficulty defining the objectives and involving the services of many participants. Determinations requiring clarification to assure effective planning were:

..definition of overall project goals

..determination of program objectives and their relationship to the overall project goals

..evaluation of impact of interrelated tasks

..assessment of available organizational, physical, human and financial resources available for application to the project

..allocation of resources, financial planning

..generation of techniques to monitor and measure progress on each task

(c) Overall Project Evaluation

The nature and content of evaluation reported herein were influenced greatly by the fact that we were not able to secure a sufficiently qualified person to serve as a full-time Evaluation Director. Consequently, the Project Director had to secure the services of two research specialists on a contractual basis to insure a degree of effectiveness throughout the evaluation. In addition, this proposal will reflect no results of the post-testing which is scheduled for the last two weeks in May, which is after the May 1st deadline for submission of this proposal.

Evaluation Program

The major objective of the Evaluation Program is to provide a uniform approach to the planning, coordination, implementation and analysis of evaluation procedures utilized for each Experimental Model School Unit program.

The effectiveness of this program will be determined by the adequacy of the evaluation of each individual program as reported in "End of Budget Period Report".

Dissemination Program

The broad objectives of the dissemination program are:

1) To improve the Charlotte-Mecklenburg Schools' educational program through demonstration and other catalytic efforts, with the introduction of new and effective instructional techniques and materials.

2) To serve as a catalyst to the school systems of the State, region and, perhaps, the nation in helping them to incorporate the best in educational practice in their school programs.

3) To inform and educate the public in regard to the latest and most effective educational practices and in regard to the function of research in the improvement of practive.

The effectiveness of this program is evidence by the magnitude of data inquiries and requests for participation and visitation local, regional and national reported in our response to Part II questions four and five.

2. Briefly describe project endeavors in which anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

The Experimental Model School Unit is committed to experimentation in its attempts to help the student develop skills, attitudes, and competencies to realize his potential so that he can make a unique contribution to the society in which he lives. In view of this commitment, personnel in the Experimental Model School Unit have evaluated the operational programs in terms of experimentation and innovation. Some endeavors have exceed expectations, while others have not measured up to anticipated results.

A. Project Endeavors Which Exceeded Expectations

1) General

a) the use of outside speakers and the planning for varied field trip experiences

b) the relationship of the Learning Resource Center to the remainder of the school - the development of a centralized materials center

c) the freedom of speech and action

d) the increased amount of materials particulary in interest levels

e) the use of teacher aides for handling clerical work

f) the independent study program in the Humanities

g) the individualized instruction with particular reference to tutorial classes

h) the range of the science elective units

i) the movement toward the abolition of the comparative grading system

j) the involvement of staff members in planning the program

k) the availability of varied backgrounds, experiences and techniques represented within the team organization

l) efforts aimed at developing independent learners

m) the establishment of teacher procedures to individualize instruction

n) a clear statement of mathematics objectives

2) Team Teaching

The flexible organization made possible by team teaching has provided more time for teachers to individualize instruction. This, of course, was facilitated by the involvement of parents as volunteers who worked with large groups of children in some areas and also by the inclusion of student teachers on a semester basis from the University of North Carolina at Chapel Hill.

a) Individualized instruction has been designed for many levels of enrichment and has reached beyond the original instructional teams to influence other teachers to provide more individualization within their classes.

b) Large and small group instruction has been used to maximize instruction.

c) Teaming for cooperative planning and cooperative teaching has provided for better identification and use of teacher talents.

d) Scope and sequence of materials in social studies, English and biology have been organized so that continuous progress in conceptual understandings and skill development have been achieved.

e) Self-evaluation by team members has resulted in more realistic appraisal of and improvement in teaching.

f) Utilization of intra-school personnel has resulted in their exposure to and involvement in team teaching; this has resulted also in enriched classroom experiences for students and team members.

3) Teacher Aides

Teacher aides are indispensible to the program. However, the ratio of aides and teachers is too low. The services of the aides have been spread so thin that the effectiveness has been greatly diminished.

4) Learning Resource Center

a) The constant use of materials by teachers and students

b) The training program for student assistants

c) In depth study based on a particular interest and the student's ability

d) Open circulation (facilities available when needed)

e) Independence of students

f) More research-oriented projects

g) The expansion of independent study into areas of mathematics and science and the involvement of the classroom teachers in these disciplines.

h) The interest and use of the closed circuit television. (The schedule of this facility is usually booked for weeks in advance).

5. Nature Center

1) The number of instructional units prepared for grade 1-6.

2) The number of elementary schools participating in the program.

3) The total number of Independence high school students who have been involved in some facet of Nature Center.

4) Biology classes that have done field studies of various biological communities including collecting specimen and identification in the field.

5) 750 elementary students visited the Nature Center and evidenced enthusiasm for outdoor education.

6) Occupational Mix:

1) The number of students desiring to participate in Occupational Mix has increased to 80 - 90 students a month as compared to 30 - 40 the first year.

2) Teachers have been more willing to point out individual student needs and let the student cross a curricular boundry line.

3) The program has served to motivate students as they continually meet with success in an individualized program.

4) It is now possible to design courses in independent study in business and office education to meet the specific occupational needs of the students.

5) Students in the Cooperative Programs (Supervised work experience - Distributive Education, Industrial Cooperative Training, Cooperative

Office Occupations) have been able to perform more efficiently and advance more rapidly on the job.

7) Vocational Commonalities:

   1) The program has extended into various instructional media, particularly in taping programs via the closed circuit TV system.

   2) There was an extension of a unit in commonalities (Taxes and the Young Worker) to all other schools in a fifty (50) mile radius via WTVI (Educational TV) with special emphasis for vocational students.

8) Teacher Exploratory Program:

   1) A week's activities in all experimental programs at Independence allowed teachers from other schools in the system to participate, observe, and explore in the programs.

   2) Teacher interest in innovative programs tended to increase throughout the year as a result of these visits.

9) Independent Study in the Vocational Department:

   1) Prior to this year, four students were taking a vocational course on the independent study program. Presently, there are 34 students who are studying in this manner. The areas are Drafting, Graphics, Distributive Education, Business and Office Education, Horticulture, and Home Economics.

10) Kindergarten:

   1) In the kindergarten, parents are actively and positively

involved in working with the teachers and school to foster maximum development of the child.

2) The parents are also positively and actively involved in working with the teachers and each other to extend and enrich their own growth in this area.

3) In every way, the child's creative expression, involvement, and commitment are encouraged. There is a warm permissive atmosphere prevailing throughout the day, while at the same time there is real evidence of planning, replanning, structure and evaluation.

4) Both teachers participated in a number of in-service classes. The lead teacher was an active participant in several national, state-wide and local meetings of professional organizations. This participation is of real value in that it tends to keep both teachers informed of current developments in the field and spurred their interest in exploring new teaching techniques and materials. Samples of new materials were ordered and studied in an effort to incorporate the most worthwhile materials into the program.

2) 1) The inclusion of sixth graders has added greatly to the strength of the kindergarten program. These student aides are available to work with the kindergarten children in a one-to-one situation. Several of the kindergarten children have real emotional needs which can only be met through close personal contact. Young as they are, the student aides have been of real value here. Where

they themselves have not been able to help, they have been able to relieve the teacher or adult aide long enough for them to help.

2) At the same time these young people are helping the kindergarten children, they in turn are receiving vital emotional and intellectual nutrients. Through day-to-day contact with the young children, they are gaining insight into some of their own needs. They are growing more aware and more responsible They are encouraged to develop increased initiative, self control and self reliance.

2. B. Project Endeavors Which Did Not Measure Up To Expectations:

..the lack of space and equipment - particularly office space

..the in-service program

..the involvement of central staff

..the Closed Circuit Television

..the lack of community understanding

..the failure to coordinate the Humanities team

..the team direction and individual planning within the teams lacks cohesiveness

..the representation of only certain areas in the project - not a totally interrelated - total school project

..the implementation of the Humanities program

..the expansion of the Guidance Program

..the need to know more general information about the program

..the curriculum development including the writing of units of study has been haphazard with large gaps in certain areas

..the improvement of grammar skills through the Hummanities approach

..the inability to reach the basic student and the underachiever

..the interpretation of evaluative procedures

..the choice of elective units

..the failure of the EMSU to work as a unit K-12

..the lack of the development of interdisciplinary teams

..administrative and personality mismatching of teachers

1) Maintenance and development of the physical facilities were hampered greatly by a cut-off of second semester funds. Plans necessarily projected for the spring season were curtailed.

2) Although some depth has been added to the high school science curriculum, more is needed.

3) Personnel has been spread thin in order to show the potential of the facility to other schools and to facilitate dissemination.

4) The use of the Nature Center for recreational purposes by the general public has not been as widespread as we would have liked.

5) The concept of the AV technician as outlined and planned in previous years has not served the developing audiovisual program. Rather than a TV technician per se, the position needs to be filled with a person qualified to work in all facets of the AV program.

    a) Vocational teachers seem to be reluctant to take additional students for a short unit of instruction. They are also reluctant to dismiss students from their class to participate in this manner (inter-departmental Occupational Mix).

b) There has been limited application by the subject area teachers regarding the Commonalities topics. In many instances, the commonalities presentation was a one-day unit without desired follow-up.

c) Teacher attitudes toward experimentation were somewhat negative with approximately one-fourth of the vocational staff.

3. Report the effect of the project on the educational instruction or agency by describing what you consider to be the greatest change resulting from the project.

   1. The greatest change as a result of Occupational Mix has resulted in the individual teacher's being more willing to work extra time to bring about better instructional methods and to reach more effectively the needs of the individual student.

      Teachers indicated that the occupational mix instruction which allowed students to cross curricular boundaries enhanced the students occupational competency. Teachers agreed that the occupational mix allowed more individualized instruction and developed competencies students needed to become employable and flexible in securing employment.

      The greatest change brought about by the Commonalities Program was the expansion that has taken place in the vocational curriculum through the development and presentation of the Commonalities areas (job application, job sources, labor laws, taxes, etc.). This has resulted in a more secure attitude on the part of the student as he enters the world of work.

As a result of the vocational evaluation, the experimentation in these programs indicated that students attending the commonalities program scored significantly higher in the subject matter which was considered as essential to all vocational students than students who did not attend.

More staff members have been actively involved in the team teaching process.

More teachers are recognising the importance of individualizing instruction and are using the conceptual and thematic approach to teaching.

The greatest change brought about by the Nature Center program is the enthusiasm evidenced by participation in the program of elementary teachers, administrators and students and by high school science teachers and students.

A deeper understanding of how children grow and develop has been realized. There is a cognizance of individual differences in children and less inclination to place children in a lock-step organized structure.

More use of all the materials, equipment, programs, and services of the Learning Resources Center by the entire student body and staff.

Other changes include:

1) the change in pupil attitudes.
2) the change in grading or evaluative techniques and procedures.
3) the change in atmosphere of school-relaxed, feeling of freedom.

4) the change in the degree of self-discipline assumed by the students

5) the change in student-teacher relationships

4. Report the effect of the project on the co-operating agencies by (1) listing all the community agencies that co-operated in the project; (2) discussing the results of such co-operation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

A. During the second year of operation, the following community agencies, have, and are cooperating with the project:

Akers Motor Lines
Alcoholism Information Center & Charlotte Council on Alcoholism
American Cancer Society
American Association of University Women
American Red Cross
Association for the Blind
Baucoms' Nursery - (Nature Center)
Belk Department Store
Business and Professional Women's Club
Carolina Coach Lines
Carolina Motor Club
CarolinaNursery - (Nature Center)
Central Charlotte Association
Central Piedmont Community College
Celanese Corporation
Chamber of Commerce
Charlotte Art League
Charlotte Bureau Placement Service
Charlotte Exchange Student Program and American Field Service
Charlotte Merchandise Mart
Charlotte-Mecklenburg County Health Department
Charlotte-Mecklenburg Police Department
Charlotte Memorial Hospital
Charlotte Nature Museum
Charlotte Narcotics Bureau
Charlotte News
Charlotte-Mecklenburg Police Department
Charlotte Observer
Charlotte Opera Association
Charlotte Oratorio Singers
Charlotte Redevelopment Commission
Charlotte Symphony Orchestra Association
Charlotte Women's Club Writer's Forum
Charlottetown Mall

Community Concerts Incorporated
Covenant Presbyterian Church
Daughters of American Revolution
DAR - Hezekiah Alexander Home
Davidson College
Dixon Film Service
Duke Power Company
Eastern Air Lines
Ervin Industries
First Union National Bank
Harris-Teeter
IBM
International Reading Association (Local Chapter)
Kings Business College
Mecklenburg Tuberculosis Association
Mint Museum of Art
Myers Park Presbyterian Church
Myers Park Methodist Church
North Carolina National Bank
North Carolina Department of Labor
North Carolina Employment Security Commission
North Carolina Research Coordinating Unit
Presbyterian Hospital
Pet Dairy
Public Library of Charlotte and Mecklenburg County
James K. Polk Birthplace
Piedmont Area Development Association
Queens College
Southern Bell
State Board of Health, Raleigh
Study Commission of Governor Moore
Temple Beth-El
Tri-County Tuberculosis Association
Union Carbide
United Arts Council
UNC-Charlotte Library
U.S. Department of Agriculture
U.S. Department of Internal Revenue
U.S. Weather Bureau
Virginia and Carolina Fence Company
Wachovia Bank and Trust Company
WBT - TV
WSOC - TV
WCCB - TV
Wildlife Resources Commission
Xerox

B. As a result of the cooperation of these agencies, the following effects are evidenced.

..willingness of co-operating agencies to assist with vocational in an almost unlimited number of ways

..willingness of industry to cooperate and to assist vocational programs

..enrichment of the Commonalities programs which increased the vocational curriculum

..ability of students to become more aware of the "world of work"

..participation of vocational teachers in business and industry-visitation programs

..greater involvement of community resources and a broader knowledge of these resources

..increased understanding of the community

..a greater student awareness of agencies and services and interaction with community resources

5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

The Experimental Model School Unit through a formal Dissemination Program has exerted every effort to develop and execute exemplary information dissemination procedures.

Essentially, project information has been disseminated through formal presentations by staff members, utilization of educational television, newspaper articles, publications; and, informally, through conversation, by telephone, to small groups and through personal contacts.

Since the beginning of the 1967-68 operational grant, dissemination of information regarding the Experimental Model School Unit, both solicited and unsolicited, has been accomplished in a number of ways:

a) To date, we have received, logged and responded to in excess of one hundred unsolicited informational requests concerning the Experimental Model School Unit.

b) Extensive coverage of project objectives and accomplishments have been afforded the general public through utilization of the local newspapers.

c) Two video taped television presentations were prepared and disseminated by WTVI, an educational television station owned and operated by the Charlotte-Mecklenburg School System.

d) Events of the EMSU are covered in two pages of the School Report monthly newsletter.

e) Presentations to school faculties, educational, civic and other groups were delivered by the project staff during this period. The number of presentations to groups by respective category is as follows:

NCEA - Audio Visual Section	29
Charlotte-Mecklenburg School	37
Teacher Group Orientation (prior to visitation)	5
Non-Public School Administrators	5
Early Childhood Education, Intermediate	2
Parent-Teacher Groups	5
Parent Groups	3
Charlotte Optimist Clubs	1
University of N.C. at Chapel Hill	2
Local television station (Overall view of Experimental program.)	1
North Carolina Kindergarten Association	5
Mecklenburg Kindergarten Association	5

Learning Academy, Charlotte-Mecklenburg	2
Graduate Research Fellows, Univs. of Tennessee	29
Experienced Teachers' Interns, Date County Fla.	2
Articles in The Declaration, student newspaper	
Richardson Experienced Teachers' Interns UNC - Chapel Hill, N.C.	3
Home School Association of Non Public Schools	3
Principal's group from Non-Public Schools in Charlotte area	1
Charlotte-Mecklenburg Parent-Teacher Council	1
Federation of Women's Clubs	1
N.C. Council of Women's Organizations	1
Alpha Delta Kappa Sorority for Women Educators	1
CORE	1
Experienced Teachers' Interns UNC - Chapel Hill, N.C.	5

f) A permanent exhibition, namely an oversized wall display (bulletin board) has been designed and is in a prominent central office area. This display is continually up-dated with pertinent information concerning the project.

g) Groups and individual visitations to the Experimental Model School Unit are common and well-planned-for happening in the day-by-day operation of the project. To insure a worthwhile experience the Dissemination Director coordinates this activity by maintaining visitor schedules, arranging accomodations, providing orientation and escort service as well as a descriptive literature package for each visitor. The number of visitors, classified by group is as follows:

Non Public Schools	17
Out of State	42
Schools within the Charlotte-Mecklenburg System	49
Representatives from Governor's Commission to study Public Schools	24
Representatives from teacher training institutions	120
Out of System (N.C. Schools)	102
Representatives from State Department of Public Instruction	54
Parents	200
Foreign	5
Other	14

h) The total cost of all dissemination activites has been approximately $4,000. This estimate includes expenditures for supplies, materials and publications associated with information dissemination. staff salaries associated with dissemination are presented in the financial section of this proposal and are not reflected in the figure above.

i) A program was designed in order that twenty-seven (27) vocational teachers from three Senior High Schools in the Charlotte-Mecklenburg System could visit or explore the experimental program at Independence for one week each. The participating schools were Olympic, West Charlotte, and West Mecklenburg.

j) A teaching specialist went into these schools and implemented the Commonalities Program.

The exploratory teachers' role while at Independence was that of exploring innovative programs, observing students reactions, participating in Vocational Experimental Programs and receiving a limited amount of in-service training in their field of expertise.

k) Lecture presented to seminar at NDEA Institute at Appalachian State University, Boone, N.C.

l) Program was presented to State Library Conference in Durham, N.C.

m) Programs planned for two NDEA institutes, University of Tennessee and Appalachian State University, and class of library Science students from Winthrop College, Rock Hill, South Carolina.

n) Aided in planning independent study institute for Furman University Greenville, S.C. and for Olympic and Myers Park High Schools of this system.

6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

Those programs which can be phased from Federal to local support over a reasonable period of time have been given top priority for emphasis during the 1969 - 70 year. Moreover, those experimental and exemplary programs which, through rigorous evaluation have proven worthy of dissemination to other schools in the Charlotte-Mecklenburg System, will be implemented in these schools with local support. It is to be noted that these programs may not be exact replications but will be modified to meet each indivual situation. A continuation of the vocational exploratory program with modifications, will be included in additional schools in the system.

In the future, outside support will be sought from such places as the Richardson Foundation, Carnegie Institute, Ford Foundation and local service organizations.

7. List costs for budget period this narrative report covers:

$ 644,604	Total cost.
$ 110,274	Total non-Federal support.
$ 460,290	Total Federal support under Title III, P.L. 89-10.
$ 174,040	Total Federal support other than Title III, P.L. 89-10. (See pages II-58 and II-59)

TOTAL FEDERAL SUPPORT OTHER THAN
TITLE III, P. L. 89-10

ATIONAL DEFENSE EDUCATION ACT - TITLE III

	Equipment and Material	Library	Total	Federal Support
Albemarle Road Jr. H.S.				
Local 1/2	$ 10,950	-0-	$ 10,950	$10,950
Federal 1/2	10,950	-0-	10,950	
Independence Sr. H.S.				
Local 1/2	10,888	2,125	13,053	$13,013
Federal 1/2	10,888	2,125	13,053	
			SUB-TOTAL	$23,963

NATIONAL SCHOOL LUNCH PROGRAM AND SPECIAL SCHOOL MILK PROGRAM

Clear Creek Elem. School		
Lunch Program	$ 1,765	$ 2,182
Milk Program	417	
Devonshire Elem. School		
Lunch Program	4,826	5,743
Milk Program	917	
Albemarle Rd. Jr. H.S.		
Milk Program		2,812
Independence Sr. H.S.		
Milk Program		2,465
	SUB-TOTAL	$13,202

TOTAL FEDERAL SUPPORT OTHER THAN
TITLE III, P. L. 89-10 (Con't.)

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE I

		FEDERAL SUPPORT
Independence Sr. H.S.		$ 73,462
	SUB-TOTAL	$ 73,462

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE II

Clear Creek Elementary School		$ 149
Devonshire Elementary School		801
Albemarle Rd. Jr. H.S.		675
Independence Sr. H.S.		941
	SUB-TOTAL	$ 2,566

GEORGE-BARDEN ACT, SMITH HUGHES ACT AND VOCATIONAL ACT OF 1963

	TOTAL SALARIES	
Independence Sr. H.S.		
Vocational Teachers		
10 - @ $846 per mo. - 10 mos.	$ 84,600	
1 - @ $846 per mo. - 11 mos.	9,306	
1 - @ $846 per mo. - 12 mos.	10,152	
	$104,058	
Retirement, Social Security and Unemployment Compensation @ 14.75%	$ 15,348	
	$119,406	
Federal Support - approximately 1/2 of 3/4 ($119,406)		$ 44,777
Rental of Equipment - $9,000 per yr. 50% ($9,000)		$ 4,500
	SUB-TOTAL	$ 49,277

Neighborhood Youth Corps.-In-School

Independence Sr. H.S.		
10 Enrollees - 25 hrs. wk. - 10 wks. $1.30 (summer)		$ 3,250
15 Enrollees - 8 hrs. wk. - 40 wks. $1.30 (school yr.)		6.240
Albemarle Rd. Jr. H.S.		
5 Enrollees - 8 hrs. wk. - 40 wks. $1.30 (school yr.)		2,080
	SUB-TOTAL	$ 11,570
TOTAL FEDERAL SUPPORT OTHER THAN TITLE III, P. L. 89-10		$174,040

PART III

PROJECTED ACTIVITIES

PART III - PROJECTED ACTIVITIES

Charlotte-Mecklenburg School System
P.O. Box 149
Charlotte, North Carolina 28201
Grant No: OEG-3-7-703720-4882
Project No: 3720

North Carolina Budget Period: July 1, 1969 to June 30, 1970

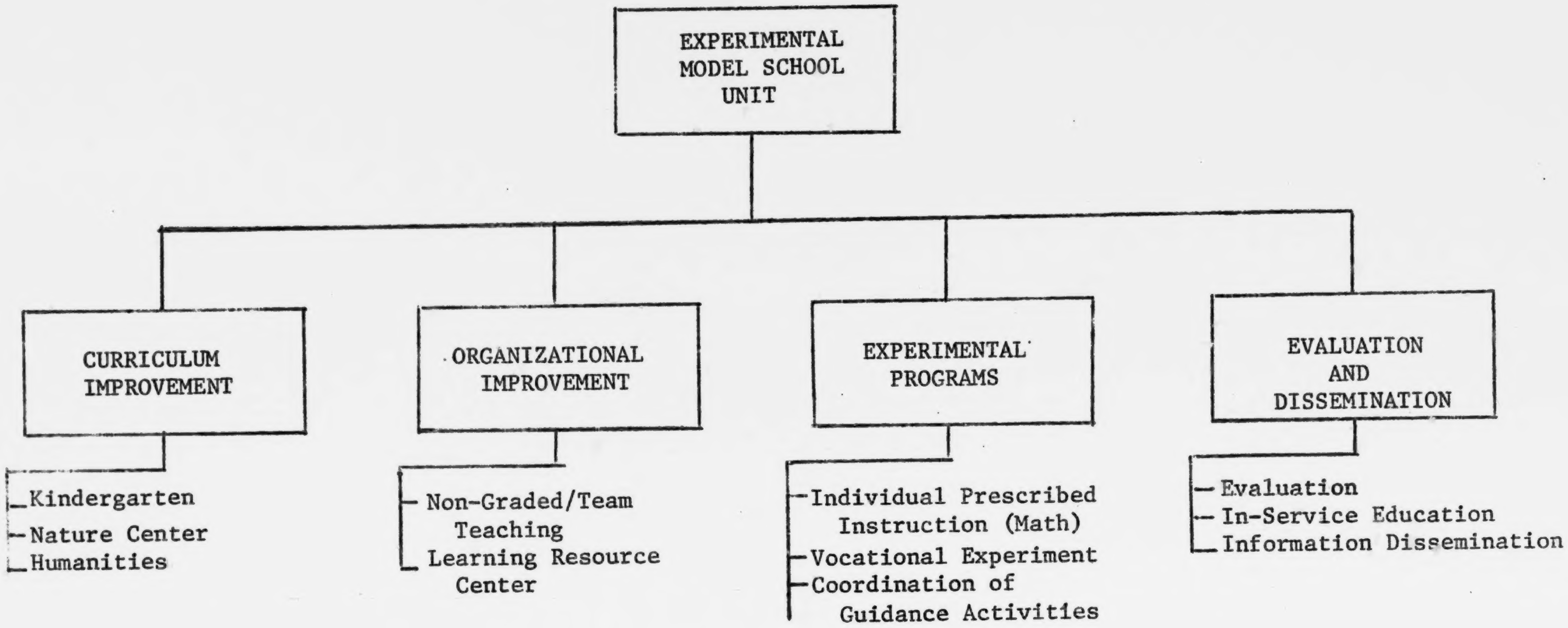
INTRODUCTION

During the second operational year of this project, activities will be related to the objectives which were stated in the original proposal as well as those additional objectives reported in Part II, Narrative Report of this proposal.

Major emphasis during this second year, however, will be directed at those programs that, at the conclusion of the designated funding period may be continued with local support. It is to be noted that only those programs that have been deemed successful, will be exported to other schools in the system. How these programs will be exported and implemented will be a major area of study and evaluation during this funded year.

A Summary Planning Breakdown Structure, depicts visually the project as it now operates. It serves to identify EMSU strategies and to classify programs continued therein.

The EMSU included 12 programs for the 1969-70 school year. Each program will be described herein on a program-by-program basis.


EXPERIMENTAL MODEL SCHOOL UNIT
CURRICULUM IMPROVEMENT
Kindergarten
Nature Center
Humanities
ORGANIZATIONAL IMPROVEMENT
Non-Graded/Team Teaching
Learning Resource Center
EXPERIMENTAL PROGRAMS
Individual Prescribed Instruction (Math)
Vocational Experiment
Coordination of Guidance Activities
EVALUATION AND DISSEMINATION
Evaluation
In-Service Education
Information Dissemination

SUMMARY PLANNING BREAKDOWN STRUCTURE-
EXPERIMENTAL MODEL SCHOOL UNIT

CURRICULUM IMPROVEMENT

KINDERGARTEN PROGRAM

1. Describe the additional educational needs to be met with th proposed program.

No change. The projected activities for the continued operation of this program do not reflect any additional needs.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

Objectives to be achieved during the continued operation of this program are as originally stated in the proposal submitted for an operational grant for the 1969-70 budget period.

3. State in sequence the activities to be carried out in achieving these objectives.

The projected activities for the 1969-70 budget period provide for the continuation, in greater depth, of those program activities originally stated in our 1968-69 budget period proposal.

4. Describe the method and procedures for evaluating these objectives.

The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal and further discussed in Part II of this submission.

NATURE CENTER PROGRAM

1. Describe the additional educational needs to be met with the proposed program.

The projected activities for the continued operation of this program reflect the additional educational needs listed below:

a) The integration of science and social studies

b) Experiences in outdoor education for elementary and junior high school students.

c) Deeper involvement of high school students in outdoor education

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

Objectives to be achieved during the continued operation of this program are stated below.

a) An understanding of the influence of nature on the historical, social and economic development of the county and its people.

b) Deeper understandings of the basic fundamentals of the biological sciences by elementary and junior high students and teachers.

c) Wider understandings by high school students of the interrelating aspects of science through the use of the Nature Center to complement their independent work.

3. State in sequence the activities to be carried out in achieving these objectives.

Plans to integrate the existing nature center activities with the science curriculum are divided into three main areas: instruction, dissemination and development of physical facilities. Sequential steps are listed here:

A. Instructional Plans

1) Further development of units of study for elementary grades and refinement of units already developed.

2) Writing of new units for junior high science classes.

3) Further development of senior high units of study.

4) Writing new units integrating science and social studies.

B. Dissemination Plans

1) Coordinator conference with elementary principals explaining Nature Center Program for elementary grades.
2) Contacts with individual elementary schools either through grade-level chairmen or total faculty groups.
3) Distribution (upon request of elementary teacher) of instructional-material packet including a check-list of science understandings to determine the background of the class, a small unit on a subject pertinent to a specific grade level, and an evaluation sheet.
4) Visit by coordinator to elementary classrooms for orientation for field trip.
5) Field trips by elementary classes.
6) Follow-up visits to elementary schools by coordinator or biology teacher.
7) Similar procedures as stated in items 1-6 to be initiated at the junior high level.
8) Training of high school biology students to serve as guides on the Nature Trails and assistants in presentation of materials.
9) Newspaper and television coverage.
10) Contacts with civic clubs and organizations to invite the public's use of the Nature Center.

C. Development of Physical Facilities

1) Complete fencing.
2) Develop an area outside greenhouse for potting plants.
3) Secure a mobile unit for use as a museum, a briefing station for visiting groups, a storage area and headquarters for coordinator.
4) Restoration of log cabin
5) Complete geology wall.
6) Complete trail-identifying signs.
7) Develop fire-fighting station.
8) Complete weather station.
9) Continued maintenance of the new developing orchards, vineyard, small fruits garden, shrub garden, sod plot, wild flower garden and greenhouse.

RATIONALE FOR RESTORATION OF THE LOG CABIN LOCATED IN THE NATURE CENTER

One of the long-range objectives of the Nature Center is the integration of science with other areas of the curriculum. The Humanities program in the past two years has been successful in introducing to the curriculum an interdisciplinary approach to teaching in many subject areas. The Nature Center has a valuable opportunity to initiate and implement the integration of science and social studies through the use of a log cabin, built around 1840, located on the Nature Center property.

This log cabin, which presently is in poor conidtion is made of hand-hewn logs and hand-made brick. The restoration of this cabin through the research, planning and work by students in the school would bring into focus the history of the region. Such a project is particularly timely in that

Charlotte is in the midst of a bi-centennial celebration and much interest is presently being exhibited in history by local residents as well as students.

When restored, the cabin would be furnished in keeping with the period of its original construction. Use of the facility would then be available to junior and senior high social studies classes and to elementary schools for an experimental study of early American history and the influence of nature on the period.

In close proximity to the cabin are gold pits reminiscent of the gold mining era in North Carolina prior to and during the Civil War. Study of the influence of gold on the social and economic life of the region and of the nation would be tied into the social studies project.

The procedures for using the Nature Center have already been established. Elementary children have used the facility for in-depth study of various facets of outdoor education during the period from 1968 to 1969. Similar procedures would be set in motion to enable elementary students to study history in its natural setting.

Such study would develop in students understanding of and better attitudes toward history, social development, and the influences of nature upon history.

4. Describe the method and procedures for evaluating these objectives.

The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal, but further discussed below as this phase of the expanded program dictates.

. Evaluation

a) Subjective evaluation by Nature Center staff on the changes in attitude of both teachers and students toward history and other social sciences. Such changes in attitude, hopefully, will result from their experiences in the Nature Center's historical area which will include the log cabin, gold pits and old logging trails.

b) Enumeration of visits to and use of the historical area.

c) Enumeration of cooperating elementary and junior high school administrators, teachers and students.

d) Subjective evaluation by Nature Center Coordinator and biology staff of the changes in attitude toward outdoor education of elementary and junior high school teachers and students.

e) Enumeration of requests for assistance and materials by junior high and elementary school teachers and principals.

f) Subjective evaluation by Nature Center Coordinator and biology teachers as to the deepening interest in and understanding of science by high school students at Independence.

In order to restore the log cabin with as much authenticity as possible, we will employ an additional teacher for one year to supervise the restoration, to do research, write units and to initiate the elementary schools' use of the facility. The following year this position would be absorbed in the staff.

It is anticipated that preservation and maintenance costs would be nominal. Operational costs, other than those involving the actual restoration and the initiating of use by elementary schools, would be very little and will be handled locally.

HUMANITIES PROGRAM

1. Describe the additional educational needs to be met with the proposed program.

No change. The projected activities for the continued operation of this program do not reflect any additional educational needs.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

Objectives to be achieved during the continued operation of this program are as originally stated in the proposal submitted for an operational grant for the 1968-69 budget period.

3. State in sequence the activities to be carried out in achieving these objectives.

The projected activities for the 1969-70 budget period provide for the continuation, in greater depth, of those program activities originally stated in our 1968-69 budget period proposal.

4. Describe the method and procedures for evaluating these objectives.

The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal and further discussed in Part II of this submission.

In addition, special effort will be directed toward evaluating the interdisciplinary and team teaching approach to instruction.

ORGANIZATIONAL IMPROVEMENT

NON GRADED/TEAM TEACHING PROGRAM

Independence Senior High School

1. Describe the additional educational needs to be met with the proposed program.

   The projected activities for the continued operation of this program reflect the following additional educational needs:

   Additional education needs:

   With the phasing out of a humanities program *per se*, team teaching will be used as the vehicle to continue the humanities and/or interdisciplinary approach teaching.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

   In order to expand the humanities and/or interdisciplinary teaching, it will be necessary to develop more teaching teams. In view of this, additional team leaders will be designated from the regular teaching staff.

3. State in sequence the activities to be carried out in achieving these objectives.

   The activities to be carried out in achieving these objectives are:

   a) Expansion of team teaching through the use of intra-departmental as well as inter-departmental personnel on both short and long term phases.

   b) Expansion of the humanities or interdisciplinary approach to teaching.

c) Writing of additional thematic and conceptual units as the opportunity is provided for team leaders through the use of substitutes as proposed in this year's budget.

d) Continue efforts to organize materials for teaching teams so that such materials will be utilized to the fullest.

e) Team leaders plan to work more closely with the LRC staff in encouraging more individualized instruction within the teams and through the departments and in making teachers more aware of the resources available to them.

f) With the assistance of an aide the team members hope to be available as consultants to teachers in other schools for initiating team teaching and the use of thematic or conceptual units for interdisciplinary teaching. Such dissemination will be facilitated by released time during which substitutes are provided and through the services of an aide.

g) Printed units will be available for distribution upon request

4. Describe the method and procedure for evaluating these objectives. Team leaders would like to have pre- and post-tests on critical thinking, attitude dynamics, creativity and self concept. However, subjective analysis by team leaders remains our major mode of measurement supplanting outside one-shot evaluators and standardized tests.

NON-GRADED PRIMARY/TEAM TEACHING

Devonshire Elementary School

1. Describe the additional educational needs to be met with the proposed program

No change. The projected activities for the continual operation of this program do not reflect any additional educational needs.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

   Objectives to be achieved during the continued operation are as stated in the proposal submitted for a continuation grant for the 1968-69 budget period.

3. State in sequence the activities to be carried out in achieving these objectives.

   The projected activities for the 1969-70 budget period provide for the continuation, in greater depth, of those program activities stated in our 1968-69 budget period proposal

NON-GRADED/TEAM TEACHING

PHYSICAL EDUCATION

1. Describe the additional educational needs to be met with this proposed program.

   The NON-GRADED/TEAM TEACHING program of the Physical Education Team represents an extension of the NON-GRADED/TEAM TEACHING development at Albemarle Road Junior High School. The program envisioned by this team for 1969-70 will necessitate a general pre-test of all students according to physical abilities and knowledge of basic fundamentals of activities and sports. The items to be included on such a test will measure comparative shoulder strength, arm and leg strength, agility and flexibility, cardiovascular endurance in addition to sports and recreation rules and basic vocabulary.

   As the team examines the existing program and plans for an expanded program, the teachers will develop and use pre-tests for assignment of students according to individual needs and will assign activities that should be required for each need; to offer areas of interests beyond the requirements; and to use post-test at intervals to judge accomplishments. Considering these possibilities, the Physical Education staff feels that scheduling classes to allow for large proup activities and more experimentation in team instruction is desirable. There will be a need for gymnastic apparatus. Another need will be the expansion of outdoor facilities.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

The behavioral objectives of the Physical Education Team are:

1. Following consideration of scientific knowledge essential to live healthfully as a person, the student demonstrates correct attitudes and habits or practices based upon this knowledge.
2. Receiving instruction in the proper fundamental skills of physical education, the student gains pshcyo-motor achievement according to standardized expectancy rating scales.
3. Following a study of a group or an individual sport, the student identifies orally or in written form the correct procedures of the sport.
4. Receiving instruction in types and form in exercise, the student prescribes a personal exercise program.
5. Being introduced and instructed in a number of recreational activities, the student increases his participation in recreational activities.

6. Setting goals in physical activities, the student volunteers for contests and sets individual standards for performance.

7. Having been presented with a balanced program of instruction in physical education, the student participates in types of activities which emphasize fitness, sports, strength, power building and pleasure.

3. State in sequence the activities to be carried out in achieving these objectives.

The Physical Education Team at Albemarle Road Junior High School defines the NON-GRADED UNIT as the grouping of students as to their particular level of readiness for physical skills. The teachers will implement the NON-GRADED UNIT through grouping seventh and eighth graders as to the level of development and proficiency in the sports and activities offered.

Classes for the seventh and eighth grades will be combined. Ninth grade classes will alternate health and physical education. Squad leaders will assist in organization of classes and gym assistants are also used. With regard to independent study, basic sports in each season are required for a designated period of time. After this time period, students may continue in games or go to another preferred activity. In addition the staff has presented opportunities for student involvement during the unscheduled lunch period, before and after school.

Analysis of the test, given at the beginning of each school year, will place the student in skill-groupings rather than grade groupings. A non-graded approach to physical education will result, in that students will be grouped regardless of grade, into need groupings. Those students who, because of either poor motor skills, poor physical endurance or various functional impediments, score in the lowest regions of the test will compose one group. Once this level of readiness is recognized then a program of remedial and/or corrective physical activity can be started. Since it is generally agreed that gymnastics and tumbling contribute most to these areas, this group will be weakest in these activities and will play a large part in this program. Height and weight charts will be kept to record improvements in this area. Improvement charts in basic skills, such as pull-ups, running, throwing, etc. will also be kept and much attention will be given to the individual to set goals and to try to attain these goals, certain prescribed activities will be taken; however,once these requirements are met, the student will be able to choose one of several activities which he might enjoy.

Elective activities will always be ones of an individual nature and a large amount of carry-over value. Since it is recognised that only one per cent to ten per cent of a student body will engage in any type of activity of a varsity sports nature once they leave school, much can be done to interest students in activities in which they can participate in for a lifetime.

Those students that fall into a mid-range or "average" group on the pre-test scale will be grouped and a similar program established for them. More emphasis will be placed on activities and team sports since corrective activities will not be in such a demand for this particular group.

For this group a minimum of three class periods will be required for those activities under "Required". During this time, rules, fundamental skills and game situations will be covered. From this point the student may either elect to stay in this activity for more game situations if he enjoys the activity, or he may elect to go to anyone of the elective activities.

As in the basic skills group, this group will also be encouraged to set individual goals and to make a maximum amount of improvement within their individual capabilities. Time will be spent discussing desired goals, measuring progress with the student and evaluating results.

The third general needs group will be those students who exhibit a superior readiness for physical activities. This group will work on the most advanced level and will cover activities not generally offered in the other levels; however, the operation will be similar in that there will be certain required areas and also certain elective areas.

In all the need areas, a vital part of the success of the program will depend on the ability to diagnose the student's needs and prescribe the proper activities needed to make progress. To do this, films and pictures are considered very much a necessity as chalk in the classroom. The filming of any movement by a student gives him a visual reference and a compilation of such films will give an excellent catalogue of individual differences, weaknesses and ways of overcoming weaknesses. Skill films can be compiled and will have extra meaning since peers will be demonstrators rather than professionals. A film library of this nature will be of valuable assistance to all schools in the area.

A student in any group will always be able and encouraged to move up and improve from his present point. Groups will be flexible and anytime a student exhibits capabilities of the next higher group, he will be moved. Materials and equipment necessary for the success of the program will be:

Side horse #460
Trampoline with pads #770
Parellel Bars #407 with uneven attachment
8MM Camera, Honeywell-Elmo.
8MM Projector, Bolex 18-5

At present there is a sufficient amount of equipment to carry out desired goals in all areas except gymnastics. Since this area plays such a vital part in all group activities, the team feels the particular apparatus ordered is a necessity. At present no 8MM film projectors or cameras are available. Since this particular equipment is to be a major method of evaluation and diagnostic work and since it can be of value in all other programs in the present school structure, the team feels that it is imperative. A teacher aide in the program will play a less vital role than the existing gym assistant practice utilizing responsible students Therefore, a request is not being made for the services of a teacher aide. The team feels that materials and eqiuipment are more in need than the position of teacher aide.

After offering such a program as herein described, at the end of each year another test, identical to the pre-test will be given. Individual improvement will be a major portion of evaluation of the program. A student's constructive use of leisure time and his physical appearance will be possible areas of evaluation.

Skill tests on each sport and activity will be given to measure skill attained and level of interest. A card for each student will mark his or her progress from the seventh to the ninth grade. Recommendations will appear and the student's card will be placed in the Cumulative Folder (See Appendix).

Teachers will be assigned in a Counselor capacity on the basis of student need. These teachers will be responsible for meeting and counseling with students in small groups as well as making large group presentations and individual teaching as scheduling permits.

4. Describe the method and procedures for evaluating these objectives.

The team proposes to use as instruments of evaluation:

..Fitness Tests

..Skill Tests

..Observations of "spare time" usage

..Physical appearance of students

..Interests by students in program

VOCATIONAL EXPERIMENT

1. Describe the additional educational needs to be met with the proposed program.

The additional educational needs to be met with the proposed program are:

a) Students need adequate occupational information

b) Students need opportunity to work independently in vocational areas with materials appropriate to their levels of ability

c) Benefits derived from the experimental programs by Independence students need to be extended to other high school students

d) In this Computer Age, every student needs an understanding of the many uses of the computer as relevant to his future life

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

   Additional objectives related to the needs described above are:

   a) to develop an instructional media or occupational resource center as a means for broadening independent study as well as enriching and strengthening an individualized instructional vocational curriculum.

   b) to continue to extend the concepts of the Commonalities, Occupational Mix, and Independent Study programs into other senior high schools through an in-service training program (Teacher Exploratory Program)

   c) to continue to expand and to enrich the Commonalities, Occupational Mix, and Independent Study programs through a computerized instructional program

3. State in sequence the activities to be carried out in achieving these objectives.

   a) To achieve objective #1

      1) identify and purchase individualized instructional materials and equipment for a student centered self-pace curriculum

      2) assist in occupational guidance through the availability of materials, a resource person, and through the development of a computerized assistance guidance program

      3) develop a physical atmosphere to encourage and facilitate independent study

      4) develop an occupational information center through the use of

a computer to develop an automated library of pertinent personnel, occupational and educational information

5) systematize, retrieve and apply masses of information to help students make better informed educational and career choices through the use of a computer

b) To achieve objective #2

1) assign the teaching specialist to a participating high school in order to relieve three teachers to explore the experimental program at Independence

2) continue the exploratory program until a majority of the area schools have participated (there are seven more to participate)

3) enrich the in-service program of the exploratory teacher while at Independence

4) develop and implement a series of commonality topics for one week in the participating schools

c) To achieve objective #3

1) use more resource teachers (cooperating agencies) in the preparation and presentations of the core curriculum

2) develop various instructional media

3) individualize certain commonalities topics

4) develop a 1st and 2nd year sequential program

5) expand the occupational mix program with a larger number of subject area teachers participating

6) offer vocational courses on independent study not presently being offered at Independence

7) develop a computerized method of economically gathering various types of vital information and use the computer to solve realistic problems

8) offer credit to students who participate "x" number of hours in short units in occupational mix and/or commonalities

9) expose students to the computer and its application in problem solving methods, techniques, and programming areas

4. Describe the method and procedures for evaluating these objectives

All previous research of the vocational experimental programs at Independence has been under the direction of the North Carolina Research Coordinating Unit in Occupational Education (appendix). This research is available through the ERIC system.

The vocational experimental programs were not included in the first year of the ESEA Title III proposal, however, certain programs were organized and implemented with the aid of the State Director of Vocational Education and consultants from the North Carolina Research Coordinating Unit. Because of the intense interest of those involved with the planning of the original vocational programs, and since Independence offers a variety of vocational courses with approximately 3/4 of the student body participating, monies were provided from state and local funds to implement this project.

A subjective evaluation of this project will be continued under the direct supervision of the North Carolina Research Coordinating Unit. Measures of student attitude and behavior will be secured regarding occupational mix, commonalities, via various instructional media, independent study and/or a total individualized instructional curriculum (such as that at the Nova School in Florida) and the effectiveness of the teacher exploratory program.

Because of this committment of monies the North Carolina Research Coordinating Unit has taken an active part in planning, gathering and compiling data to determine the effectiveness of the vocational experimental program.

A small grant O.E. Research Proposal was submitted March 7, 1969, for the purpose of developing necessary teacher competencies for implementing an individualized curriculum in the Vocational Department at Independence.

We realize that Vocational Education is currently faced with the problem of developing and implementing programs which enable a variety of students to learn at differential rates and to pursue their studies without some of the problems of traditional patterns of teaching methods, thus limiting the student's learning process.

The program will consist of four weeks training: June 9 - 27, and July 28 - August 1st. Consultants will be used who are recognized for their development of individualized instructional system.

The teachers will develop Learning Activity Packages (LAP'S) similar to those developed by the Nova School System in Florida at the Hughson School District in California.

COORDINATION OF GUIDANCE ACTIVITIES PROGRAM

1. Describe the additional educational needs to be met with the proposed program.

The projected exemplary or idea guidance program for Charlotte-Mecklenburg Schools represents the cooperative thinking of the Model School Liaison Counselor Committee. The Liaison Counselor Committee is an advisory body of eight Charlotte-Mecklenburg junior high school counselors and four senior high school counselors which has formulated guidelines for an "ideal" guidance program.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

The ultimate goal of an exemplary development guidance program is to make the total educational program more functional as it meets the developmental needs of students. The developmental goals in relation to students are:

1) Helping students to develop a realistic self-concept
2) Helping students to understand others and to appreciate the inter-relationships basic to acceptable social adjustments
3) Assisting individuals to appraise their interests, aptitudes, abilities and personality characteristics
4) Helping students develop attainable educational and vocational goals

Program organization in an ideal program is the cooperative responsibility of the system-wide administrative staff, the guidance director, and the chief school administrator. Each school guidance department is a cooperative program involving guidance policies and practices.

The duties of counselors include assignments which facilitate effective relations with pupils, staff members and parents. The duties of all staff members as they relate to the guidance department are continuously clarified and defined in order to implement the program more fully. The counselor assumes a leadership role in developing programs of guidance in-service for the entire staff so that guidance roles become more effective. In-service training for guidance staff members is a regular feature of guidance department activities.

The guidance program is organized around the following functions and activities:

Orientation and Admission

Orientation activities are designed to help strengthen feelings of personal security and confidence in the new school environment. Orientation activities for new students will include:

1) Special visitation days to acquaint prospective students with the school plant, personnel and program
2) Orientation assembly programs
3) Trial run of class schedule
4) Plan for a program of continuing orientation which may include such activities as:
    a) The planning by Student Council members of continuous follow-up of all new students to the school
    b) Group sessions for orientation of transfer students
    c) Parent-student-counselor conferences soon after admission for those students who have had or have needed supportive help at previous levels.
5) Distribution of handbooks and the interpretation of the guidance program to new pupils and their parents.

The Individual Appraisal Function

The counselor plans cooperatively with staff and administration the techniques to be used for securing and analyzing data. Gathering and interpreting appraisal data is one of the most important functions of developmental guidance. Appraisal data can aid the counseling and teaching staff as they guide the individual pupil toward self-understanding and self-direction which are necessary for successful growth and development.

The Information Function

The information function of the guidance program involves the locating, selecting, assembling, maintaining and utilizing of occupational, educational and social-personal information. Some of the most significant developmental tasks of students are centered in plans and decisions about present and future personal-social relationships, educational programs and occupational goals.

The role activities of the guidance staff in helping implement the information function will include:

1) Assisting librarian and teachers in collecting and evaluating information materials
2) Planning information programs through career-college days and business-industry days and seeking ways to involve business-industry personnel as resource people
3) Arranging field trips to business, industry and education institutions
4) Assisting in making information available through clubs, extra-curricular activities and discussion groups
5) Assisting teachers in developing teaching units which relate specific course content to guidance information

The Counseling Function

Counseling is the "heart" of guidance services. An ideal counseling program should help the student develop self-understanding and become increasingly self-directive in making his own decisions, choices and plans. Staff members need to become involved in a counseling role if counseling opportunities are made available to all students. A description of planned activities in this area is included in another part of this proposal.

The Placement Function

Placement is an important function in an idea guidance program, and assists the individual in "finding his place" in any situation. Some of the placement activities are:

1) Placement of the student in a classrooom situation which best meets his needs
2) Use group guidance procedures in applying for, getting and holding a job
3) Help in the placement of students in extra curricular activities, clubs, interest groups, activity experiences which will further educational, social and vocational development
4) Use public employment services and other community resources in developing the school placement service

The Follow-Up Function

Follow-up is a function which is directed toward helping individuals make satisfying adjustments in new situations.

Follow-up activities are cooperatively developed with the help of teachers, students and parents.

Evaluation and Research

Appropriate technique and procedures for evaluation will be developed as the functions and activities in this project are implemented.

3. State in sequence the activities to be carried out in achieving these objectives.

   Plans for the development of the Experimental Model School guidance program are predicated on the principle that counselors and teachers become the primary guidance functionaries. Their function becomes that of helping the whole individual in the total learning situation and assisting him to learn the tasks of normal growth and development. An effective guidance program recognizes the importance of home-school cooperation. Parents will be encouraged to take a more active role in the guidance process and, when needed, seek the aid of guidance counselors and other staff members.

   Specific goals in implementing the initial phase of the exemplary guidance program are:

   1) To provide more effective guidance activities and services to students, staff and parents by:
      a) Defining guidance role of staff and providing leadership for the development of in-service guidance programs to help the staff effectively perform its guidance role.
      b) Encouraging parents to make use of the guidance services by providing conference time one or two nights weekly.
      c) Interpreting guidance services by newsletter and parent discussion groups.
      d) Modifying and strengthening programs to provide students

with greater opportunity for a counseling relationship at the secondary level

1) At the senior high school a staff member acts as advisor to 10-15 students in order that every student may have close contact with an adult
2) Junior high school has regularly scheduled guidance conferencetime by all staff members
3) Programs will be evaluated by both staff and students

E. Appointing school counselors at the elementary level (if administrators and staff request them)

F. Continuing to involve guidance personnel from the Charlotte-Mecklenburg Schools as an advisory group to work with Experimental Model School guidance personnel in the exchange of information concerning regular and exemplary programs.

G. Providing for better articulation of guidance information within each school and within the Model Unit

1) Handbooks
2) Curriculum guides
3) Newsletter
4) Bibliographies of guidance material
5) Follow-up Information

H. Planning and implementing evaluation and research regarding guidance services

I. Utilizing community referral agencies and Charlotte-Mecklenburg pupil personnel services for meeting the needs of students

To implement the program outlined above will require a lower ratio of students per counselor. The American Personnel and Guidance Association recommends that the pupil load should not exceed 250 to 300 pupils per counselor at the secondary level and 600 at the elementary level. However, during the first operational year of the exemplary program it is recommended that there be one counselor to every 350 students at the secondary level, and one counselor to every 500 students at the elementary level.

Each counselor should have extended employment of one month beyond the regular school year.

Guidance facilities should be adequate to provide room for group guidance sessions, and conference rooms for group counseling, case congerences, and team meetings. A full time clerical person should be employed to assist each additional counselor employed.

Present plans call for the following guidance personnel (counselors) at each level:

Albemarle Road Junior High School

1 additional counselor
1/2 additional clerical worker

Clear Creek Elementary School

1 counselor

Devonshire Elementary School

1 counselor

1 clerical worker

4. Describe the methods and procedures for evaluating these objectives.

The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal in part II, 1.

(a) of this submission.

EXPERIMENTAL MODEL SCHOOL UNIT EVALUATION

1. Describe the additional educational needs to be met with the proposed program.

   Since a competent evaluator was impossible to secure, the evaluation program designed to evaluate the organizational unit is submitted in Part II, Narrative Report, of this proposal.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

   Objectives to be achieved during the implementation of this program are as stated in the proposal submitted for an operational grant for the 1968-69 budget period.

3. State in sequence the activities to be carried out in achieving these projectives.

   The projected activities for the 1969-70 budget period provide for the implementation of those program activities originally stated in or 1968-69 budget proposal.

4. Describe the method and procedures for evaluating these objectives.

   The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal.

IN-SERVICE EDUCATION PROGRAM

1. Describe the additional education needs to be met with the proposed program.

   For the most part, in-service education's projected activities for the continued operation of this existing Experimental Model School Unit programs do not reflect any additional educational needs. The essential needs include more time for the training of Experimental Model School teachers, and additional personnel to carry out these plans.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

The objectives for in-service training for the remaining project years further emphasize the aims which were projected in the original proposal. They are as follows:

a) Provide a continuous and comprehensive program of pre-service, and in-service training for all new and experimental personnel within the Experimental Model School Unit in order that maximum benefits be derived from the programs for the children and professional personnel involved in the projected schools.

b) Through involvement and dissemination, provide other personnel in the Charlotte-Mecklenburg School System and the region the new ideas, skills, and knowledge learned in the Experimental Model School Unit.

c) Evaluate thoroughly the various phases of the in-service training program in order that improvement can be made in future in-service training programs conducted in the Experimental Model School Program and the Charlotte-Mecklenburg School System.

3. State in sequence the activities to be carried out in achieving these objectives.

Throughout the remaining project period, training for all personnel will receive increased emphasis, time,and effort. Briefly, the plans for the future include the activities which follow:

a) Special attention will be devoted to analyzing existing data and

and obtaining additional opinions and information to provide insight into ways training programs may be made more effective.

b) In individual conferences and group meetings, new personnel will be informed of the philosophy, aims, and activities of the projects as well as provided specific training in their particular area of responsiblity.

c) During the coming year a concerted effort will be made to disseminate information about the model school unit in such a way that the other schools within the district relize the purpose of the unit.

d) The closed-circuit television equipment is now installed and the use of it in the in-service program should be very helpful in disseminating the model school programs.

e) A major aim for this project year is to develop better planning, coordination, and administration of the project's total in-service training program.

4. Describe the method and procedures for evaluating these objectives

    a) Both visiting teachers and participants will be requested to evaluate each organized visitation conducted during the duration of the Project. Results of evaluations will be analyzed continuously for the purpose of implementing desirable improvements

INFORMATION AND DISSEMINATION

EVALUATION PROGRAM

1. Describe the additional educational needs to be met with the proposed program.

No change. The projected activities for the continued operation of this program do not reflect any additional educational needs.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

Objectives to be achieved during the continued operation of this program are as stated in the proposal submitted for an operational grant for the 1968-69 budget period.

3. State in sequence the activities to be carried out in achieving these objectives.

The projected activities for the 1969-70 budget period provide for the continuation, in greater depth, of those program activities originally stated in our 1967-68 budget period proposal.

Additional projected activities include the developing and processing of the following:

a) Questionnaires for obtaining subjective appraisal from teachers, students, and parents on new phases of programs and new programs which are developed as an integral part of the Experimental Model School Program.

b) Tests which measure progress in new subject area or subject area with new emphasis.

c) Scales which are designed specifically to measure supplementary administrative, and supportive aspects of the program. One example would be a simple scale which would allow teachers and principals to evaluate the effectiveness of the Experimental Model School staff members who work out of the central office.

The progress obtained by students in the experimental model schools will be compared with students from other schools in the administrative unit. Control groups from four schools have been selected. Wherever possible, final performance of students in the experimental groups will be compared to that in the control groups, with allowance made for inequality in initial performance.

As outlined in the original project proposal, a great deal of emphasis will be placed on the subjective appraisals of student and professional participants as well as visiting teams who are employed to analyze and evaluate various phases of the Experimental Model School Unit Project. After each project year, both subjective data and objective data test results will be analyzed in an attempt to draw valid conclusions concerning the various aspects of the Experimental Model School Unit Project. The Personnel in this project are committed to a sound and comprehensive program of evaluation. Through the wise selection of evaluative instruments, the use of appropriate statistical procedures, and objective and unbiased reporting of results, the Experimental Model School Program, hopefully, will be able to recommend to the Charlotte-Mecklenburg School System and other systems in the region some selected programs which should be duplicated.

Provisions will also be made to integrate the new experimental programs into the overall evaluation scheme.

4. Describe the method and procedures for evaluating these objectives.

Activities projected for the substitute/exchange teacher portion of the program were executed at all three levels - elementary, junior high and secondary.

The project staff and the personnel at the participating project schools made every effort to promote the same high standards for the In-Service Education Program. In order to accomplish this goal, they were committed to the plan which briefly follows:

a) Both visiting teachers and participants will be requested to evaluate each training effort conducted during the Project. Results of evaluations will be analyzed continuously for the purpose of implementing desirable improvements.

b) Visiting evaluation teams will be requested to appraise the in-service visitation program as a major responsibility of their total evaluation activities.

c) The findings of the evaluation of the in-service training program will be disseminated to project participants, and other school personnel in the school unit.

DISSEMINATION PROGRAM

1. Describe the additional educational needs to be met with the proposed program.

   No Change. The projected activities for the continued operation of this program do not reflect any additional educational needs.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

   Objectives to be achieved during the continued operation of this program are as originally stated in the proposal submitted for an operational grant for the 1967-68 budget period.

3. State in sequence the activities to be carried out in achieving these objectives

In administering the Experimental Model School Project, the personnel in the Charlotte-Mecklenburg School System are unequivocally committed to disseminating information according to a definite plan and schedule. Since a major part of this project deals with dissemination efforts, and since some phases of the total program specify the types of dissemination to be undertaken, it would be redundant to repeat these proposed aspects of dissemination efforts. In general, however, the project plans carry out these overall activities for dissemination.

Now that the project is well underway, emphasis on dissemination will be increased.

a) The person who has the responsibility for coordinating and supervising dissemination will devote most of his time to this endeavor. His role will be to disseminate valid and reliable information in addition to publicizing the Experimental Model School Program.

b) The project director and key staff members will assume specific responsibility for speaking at meetings and conferences, helping to write news and journal articles, and conducting and supervising conferences and visitation programs.

c) Students and parents will be involved in both receiving and disseminating information.

d) A minimum number of copies of printed or duplicated information will be disseminated without cost to the receiver.

e) Emphasis will be directed at disseminating information in a variety of ways and through various media. The Charlotte-Mecklenburg television facilities will be used to a greater extent than formerly for dissemination purposes.

f) A strict accounting and evaluation will be made of all dissemination activities.

g) Specific activities to which the project staff are committed follow:

    1) Members of the State School Board and State Department of Public Instruction and the Education Committee of the Chamber of Commerce will again be issued a special invitation to visit the Experimental Model School Unit.

    2) During the year key educators in North Carolina will be invited to visit and participate in project activities. A definite program will be formulated for these visitors.

    3) Project activities will be featured in the newsletter which is published and disseminated by the Charlotte-Mecklenburg School System.

    4) Hopefully, local and state newspapers will feature project activities as well as carry news items about the project.

    5) The director of dissemination will attempt to submit either to a state or national professional journal one or two articles on the Experimental Model School Unit.

    6) Curriculum guides, courses of study, and other printed materials will be printed and disseminated to interested people.

    7) Copies of periodic evaluation reports will be printed and disseminated to key people in the state and nation.

8) At the end of the three-year project period, a comprehensive report of the project will be written and disseminated.

9) A special conference will be held in the fall of 1969 for representatives of non-public schools. The conference will focus on those findings that have special significance to the needs of such schools.

10) Copies of units of work developed under the project will be disseminated to visitors upon request, to schools in Charlotte-Mecklenburg, to the State Department of Public Instruction, and to other schools operating under a Title III, ESEA Project.

11) Video tape recordings will be made of special instructional activities -- large-group instruction, small group instruction, independent study, and these will be made available to schools and teacher training institutions.

12) Schools in the Experimental Unit will be open to visitors every week when school is in session. Professional personnel will be available to explain the program.

13) All materials developed will be made available to those groups for which these materials will have the greatest relevance.

4. Describe the method and procedures for evaluating these objectives.

The methods and procedures for evaluating the objectives of this program are delineated in our 1968-69 budget period proposal and further discussed in Part II, I. (a) of this submission.